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ABSTRACT

This document describes and presents the materials gathered during a project to collect, preserve, and document the history of the Mountain Plains Adult Education Association (MPAEA). First, the procedures used to develop the MPAEA archives are traced. Presented next is an overview of the mission, development, and major activities of the MPAEA, which was organized in the mid-1940s in Denver, Colorado, as a support/professional development opportunity for adult educators and is now an 8-state entity with approximately 600 members representing universities, community colleges, community education, prison facility education, adult basic education, and business training. Next, the value of the MPAEA archives is documented by comparing its written content with regional and national publications from the same time periods. The analysis is organized by the following periods of the MPAEA's development: birth/infancy (1940s-1962); growth/development (1963-1972); coming of age (1973-1982); and maturity (1983-1995). Concluding the document are a brief discussion of the archives and recommendations regarding their final location. Contains 191 references. Appended are the following: subject/series and chronological lists of the archives' contents; list of photographs in the archives; first MPAEA constitution; facts regarding the MPAEA in 1973-1992; archivist duties list/agreement form; and additional information concerning establishment of the MPAEA in 1942. (MN)

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# Mountain Plains Adult Education Association's Role in the History of Adult Education 1945 -1995

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## Abstract

The Mountain Plains Adult Education Association (MPAEA) was organized as a support and professional development opportunity for adult educators. Its focus has been to encourage individuals who choose to work with adults to increase knowledge and improve lifestyles. This organization has been a proponent of lifelong learning since its inception in the mid-1940s.

From a beginning during the mid-1940s in Denver, Colorado, and throughout the next 50 years, MPAEA has grown into an eight-state entity with approximately 600 members, representing universities, community colleges, community education, prison facility education, adult basic education, business training and more. To date, no organized or official effort has been made to collect, preserve and document the history of MPAEA. Since no one person has taken the initiative to collect pertinent information, what was collected has been shifted in boxes from state-to-state as the presidency changed.

This project will attempt to establish the value of the collection by comparing the written content with regional and national publications from the same time periods, thereby exhibiting its relevance. An additional purpose of this project is to collect and organize the information about MPAEA, display items at the 1994 conference, and propose a plan for the continued preservaton of MPAEA materials. Since proper preservation of the collection is the ultimate goal, a recommendation will be made to the Board of Directors regarding the future of the collection.

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# Introduction

Mountain Plains Adult Education Association (MPAEA) has been an active organization for over 50 years. The purpose, as stated in brochures, has been to serve as an instrument of cooperation among the persons and organizations engaged in or interested in adult education in the mountain plains region and further the concept of education as a process continuing throughout life.

Documentation of the activities and growth of the MPAEA since its inception in approximately 1942 (Appendix H) has been stored in several places in cardboard boxes. Each year the organization has sponsored conferences, publications, political enhancements and awards. There has been no listing or organization of the documentation, resulting in lost information. More of this history may be lost without an effort to organize information and keep it together in one location. The collection should have long-term storage in a library of an institution of higher education.

The MPAEA began in Denver, Colorado, and has grown into an eight-state entity which includes Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming. The 600 members represent universities, community colleges, community education, prison facility education, adult basic education and business and industry training.

Because professional development for the membership of MPAEA is very important, a conference is held annually, with the conference site rotated among the states. The conference offers professional development sessions that

present new and innovative ideas for adult education, but through the recent years no proceedings have been published. Much of the conference information is passed out in the form of handouts. Research papers are also presented at sessions of the conference. These handouts/papers should be a part of the preserved information, but most are missing and , as a result, valuable information is now lost.

As part of the professional development offered through membership, the association has published a newsletter, Mountain Plains Adult Education Association Newsletter, four to six times yearly and the only regional refereed journal, MPAEA Journal of Adult Education, (Journal) twice yearly over the last twenty years. The newsletter responsibility rotates among the states and, beginning in 1994, after several years editorship at the University of Wyoming, the Journal is also on a rotation schedule. The Newsletter furnishes the members with an overview of the happenings in each state throughout the year. The Journal publishes research, practitioner techniques, and book reviews and provides a forum for position papers. Another benefit of membership in MPAEA is the Legisletter, published by the Arizona Adult Education Association, which presents information about congressional activity regarding adult education pertinent to the eight-state region. Brochures describing professional development opportunities available are distributed before the conference every year by the hosting state. An agenda furnished at each conference includes a schedule of sessions describing professional development offerings.

This Plan B project is a result of a request by the MPAEA Board of Directors to develop an archive of the collection of papers, brochures, agendas, correspondence and photographs depicting the history of the organization. The purpose of this project is two-fold. First, to justify the preservation of the collection, a comparative evaluation of the content relevance and importance was conducted. Second, after a study of procedures for archiving, the collection was listed both chronologically and by subject matter for display at the 52nd annual conference in Phoenix, Arizona.

Purpose of Project

The first purpose of this project was a justification of the relevance and historical importance of the content of the MPAEA collection. This evaluation was done by comparing the information in the collection with other similar publications of specified time periods to determine if ideas and ideals expressed in the contents of the collection were reiterated by various noted authors of the region, the nation, and the world. If the collection is to be put in long-term storage where it can be accessed by future researchers, it should reflect similar trends as represented by prominent authors, other organizations, and the government.

Second purpose of the project was the study of procedures for archives gathered information concentrating on the establishment of a collection in an archive, the administration of a collection in an archive, and special materials that may be needed to preserve a collection. A collection should be stored in a

manner that will permit long-term use. According to Lincoln (1984), libraries usually expect the lifetime of a collection to be around 100 years.

The first consideration in developing an archive is to determine the physical quality of the collection being archived. Paper that is not 100% rag or cotton may deteriorate prematurely because of the acid in the composition. Depending on the age of the paper, certain chemicals used in the papermaking process may cause premature deterioration. Many modern papermaking processes are not designed for longevity of their product as woodpulp paper containing lignin or alumrosin sizing deteriorate rapidly (Taylor, 1980). According to Wackter (1989), every kind of material undergoes specific changes, but the aging process of paper is the result of chemical reaction whose velocity depends on varying "interior" and "exterior" factors. Irrespective of their basic material, collected items in libraries are liable to undergo certain changes, which, particularly in long-term storage, can have a negative effect on them.

The brochures and papers in the MPAEA collection are still crisp and the edges are not torn or raveled. However, the brochures, conference agendas, and many other items were printed on 20 pound woodpulp paper which has a chance of deterioration in much less than 100 years. Some of the older correspondence includes copies made on onion skin paper. These records will fade and become unreadable, according to Domitz, Idaho State University archivist (G. Domitz, personal communication, April, 1993).

The need to select the documents that are stored in archives with care

because of the increasing quantities of public records has obliged archivists in several countries to formulate basic evaluation criteria. Archive collection and selection is supported by special theoretical research and methods of assessing the usefulness of documents. Kurantov (1979) stated that generally, the role and importance of an institution in a hierarchical government system is a crucial factor when determining the content and historical value of the documents. The MPAEA collection includes material from eight western states; thus it would be classified as regional, third in a hiearchy system beginning with international, national and regional status. The history of MPAEA as one of the first organizations of adult educators also lends a defined status to the collection for historical value.

Some collections include three-dimensional objects as well as papers and photographs. Domitz said that three-dimensional objects are not always welcome in a library archive because often they take up too much space. If the objects have only sentimental value and do not add to the interest or importance of the collection, they are usually not accepted along with the collection ( G. Domitz, personal communication, May, 1994).

The MPAEA collection contains several three-dimensional items, including promotional materials such as the waterproof bag. It also includes the 50 year commemorative clock that was given to each member at the 1992 bicentennial conference in Salt Lake City. According to Domitz, these items may not be accepted in the archived collection (Domitz personal communication, May,1994).

The ultimate aim of archive services is to carry out retrospective searches as required by public services, the national economy, culture, science, private individuals and society in general. Kurantov (1979) stated that to be able to carry out these searches, archive institutions must perform five major functions: collection, organization, conservation, classification and the organized use of the documentary information. Kurantov continues that archives consequently conduct three fundamental types of activity:

1. Organization - The value of archival records is dependent on a careful identification, evaluation and selection process. Collections may be organized at as many as necessary of the following levels: repository, record group, subgroup, series, file unit, and document. The process usually includes packing, labeling, and shelving; methods used by archivists to establish control over a collection.

2. Research - Archival description is used to make sure that the informational content of collections is readily available for research use and that the records, once used, can be accurately and reliably cited. New tools such as the US MARC AMC Format, design of reference rooms, experimentation in user studies, and re-evaluation of traditional finding aids have created a more user friendly atmosphere for researchers. Modern techniques have made describing and listing the contents of a collection easier and more accurate.

3. Information - Based on the principle that archival collections are

preserved to be used, archivists must provide consistant data about collections and their content that provide a number of access points and that enable participation in local, statewide and national bibliographic information networks. In a report released by the National Coordinating Committee for the Promotion of History, it was determined that, "in the final analysis, it is the use of records that make archives valuable."

Therefore, it has been determined that a donated collection must have some value to be put in long-term storage at a host institution. The collection should be prepared for ultimate longevity by the donor, if possible, and the host institution should be responsible for providing an atmosphere for long-term storage that will enhance the life of a collection.

## Procedures

### Early collection

The first historians of the MPAEA collection, Ilene Webb and Stella Oaks, collected information and created two albums. The material, covering a time period from 1953 to 1963, was sorted chronologically. The first album contains newsletters, correspondence, agendas, proceedings and many original illustrations. Portrait photographs were taken of each president between 1955 and 1978. These photographs are chronologically entered into the second album along with newsletters, correspondence, agendas and information about conference sites.

After 1978, information was gathered sporadically and placed in boxes. By 1992, through the efforts of Gary Eyre, Arizona, the material was gathered together in large boxes. The MPAEA Board of Directors decided at the post-conference meeting that an historian was desperately needed to collect and classify material.

Current collection

Two large boxes of material were acquired by the author after the 50th annual conference in Salt Lake City, Utah, 1992. A letter was mailed to all MPAEA emeritus members asking for information and memorabilia. An article was placed in the 1994 conference newsletter in an attempt to spark interest in this project. This resulted in more material being sent to the author by members of the organization. The MPAEA collection includes photographs, all issues of the journal, newsletters, legisletters, correspondence, conference brochures, conference agendas, and miscellaneous items, such as ribbons, bags and T-shirts. One copy of everything that has been saved will be included in the collection.

The author met with Domitz several times regarding the recording, classification and preparation of the collection for acceptance into an archive in a library at an institution of higher education. Domitz demonstrated the correct way to store outsized materials, acid free boxes, and sleeves for storage of photographs.

Additionally, a search for proper procedures in preparation of a collection for archives was conducted. Taylor (1980) stated that the library should store "like-

sized" items together with up to twelve items in a folder. Interleaving sheets may be used in the storage of maps, newspapers, books, pamphlets and other oversized materials. Interleaving sheets are paper made of 100 percent cotton or other non-acidic material.

The MPAEA collection contains two very large albums that will require flat storage. The oldest album is 24 inches by 30 inches. The second album is smaller in dimension, but eight inches thick. All oversized material should be stored flat, not standing on edge (G. Domitz, personal communication, March, 1994).

According to Taylor (1980), a library archive can reduce the advancement of deterioration to papers and/or photographs in a collection by providing an area of continuous heat (68 degrees Fahrenheit) and humidity (50 percent). Also, shelves made of steel with a baked enamel surface and with the bottom shelf at least four inches from the floor will increase the longevity of stored materials.

Other considerations regarding deterioration of papers in long-term storage expressed by Taylor (1980) include prolonged exposure to ultraviolet light and oxygen, dust and mold. Insects and rodents are also listed as deterioration agents by Taylor (1980). Thus, the request came from the board of directors to search for a host institution to store the collection. Domitz advised that the donor should make sure the papers are free of metal staples, paper clips and any rubber bands since these objects may contain chemicals that would cause deterioration to accelerate ( G. Domitz, personal communication, April, 1994).

According to Menzenska (1973), an archival collection will probably be classified in record groups. A record group is a written log describing the contents of a collection and notes where it is located on the shelves in the storage area. Record groups allow library personnel and others easier access to any part of a collection. Record groups may be established by subject matter or organized in chronological order; however, most record groups are established by subject matter. Each library archive may have its own record group system. The MPAEA collection has been grouped both by subject/series (Appendix A) and chronologically (Appendix B) according to methods listed by Menzenska (1973).

Muller (1940) said large collections may be sorted and categorized by the donor if a specific arrangement is desired. An arrangement should be made with the host institution in advance if sorting and categorization is to be done by the host institution. The donor should also index the collection for easy access by library personnel and researchers.

Because the MPAEA collection contains approximately 200 photographs and some original artwork, specific attention has been given to the preservation of photographs/artwork. As with any paper, control of temperature and humidity is most important for storage. The ideal relative humidity for photographs is 35 percent. The rule of thumb accepted by the chemistry profession is that the rate of deterioration in photographs doubles with every 18 degrees Fahrenheit. Thus, collections that have been stored in attics (too hot) or basements (too damp) are especially delicate (Taylor, 1980). Other risk

factors for photographs/artwork include extreme temperature changes such as those found on outside walls or near heating and cooling vents. In addition, too much light can cause yellowing, fading and embrittlement. Items stored with reactive materials such as acidic boxes, rubber bands, paper clips, and sticky notes are also at high risk for deterioration.

Domitz stressed the importance of the correct mounting paper if items are to be cataloged in an album. Black paper leaves used in photograph albums contain coloring and are very acidic. They should not be used for long-term storage. Domitz stated that photographs receive most of their damage during the first five years that they are stored. He continued that, normally, photographs should be stored in sleeves in appropriately sized acid-free boxes ( G. Domitz, personal communication, May, 1994). If photographs are to be handled by the public, archivists recommend that they be stored in enclosures called sleeves. If properly enclosed, the sleeves will reduce abrading, scratching, and/or fingerprinting. According to Taylor (1980), plastic sleeves should have a neutral ph. Some acceptable types of sleeves on the market include polyester, polypropylene, triacitate, and polyethylene. Taylor (1980) advised against the use of polyvinyl chloride since it is chemically unstable and its plasticizm will cause deterioration of photographs over time.

MPAEA photographs that were displayed at the MPAEA/COABE/AAEA Conference in Phoenix, Arizona, were in a polyethylene plastic sleeve album. They were removed and put in numerical order for long-term storage. They were

stored in acid-free boxes, perhaps in individual sleeves. An annotated inventory list of the photographs was created for easy identification (Appendix C).

The collection was brought to Phoenix, Arizona, for display at the annual MPAEA conference, June 1-4, 1994. A chronological listing of all parts of the collection and a cross-listing by group or series were available. The large album containing photographs and correspondence and the small album were displayed along with samplings from the journal, newsletter, legisletter, brochures and agendas. The display exposed approximately 1400 national and international participants/ attendees to the organization. Several members of MPAEA examined the photographs in the album and added names of people they recognized into the spaces available on the chronological list.

A form seeking historical information was developed for the 1995 annual conference in Las Vegas, Nevada. This form was an attempt to involve members in the writing of the history of MPAEA and was an opportunity for members to share any of their MPAEA experiences. Unfortunately, it did not net any returns.

The contents of the collection were sorted by decade, each representing a specific time period that will be evaluated according to regional and national relevance of content. A literature search was conducted to determine if information provided in the collection reflects trends and ideas related by other authors of the following time periods; 1942 to 1962, 1963 to 1972, 1973 to 1982, and 1983 to 1995.

What is the Mountain Plains Adult Education Association

For a number of years, beginning in the early 1940s, adult educators from the mountain plains area held conferences in Denver, Colorado. Two major assumptions made leaders and agencies willing to commit themselves to the great task of organizing and conducting these conferences.

First, there was a conviction among these pioneer workers that the adult education movement was tremendously important—that the concept of lifelong learning was necessary to undergird the American way of life. Second, there was a realization that adult education is a complex field and that a vast array of organizations and agencies are involved in it. This situation made communication desirable between these active groups so that greater cooperation might result in a better overall program for everyone (Jayne, 1953).

An example of the thinking of these conferences was expressed in the discussion topics of the seventh Mountain Plains Conference in 1952 which carried the general theme "Meeting Community Needs Through Adult Education." Topics discussed were: adult education administration, techniques and methods in adult education, organizing the community for adult education, organizing for civil defense, discovering community needs, land and the people, worker's education, individual well-being and the community, education in economic understanding, education for family life in the community, education for inter-racial and inter-cultural cooperation, education for civic and political responsibilities, great books study, and mass media in adult education.

As adult educators from the original four-state region met together year after year, they gradually became convinced that there were real opportunities for cooperative action in areas other than the planning and conducting of an annual conference. This feeling was strengthened by ideas and recommendations which came from the regional exploratory conference held in Denver in the fall of 1952 for adult education leaders from Colorado, New Mexico, Utah and Wyoming.

As a result of this chain of events extending over a period of many years, the Mountain Plains Adult Education Association (MPAEA) was formed at the business meeting of the Eighth Mountain Plains Adult Education Association Conference held in Denver, Colorado, in March, 1953. A plan of organization provided that the activities of the association be administered by an executive committee made up of two individuals from each state plus a chairman to be elected at each annual meeting.

A constitution (Appendix D) was drafted and adopted in 1954 solidifying the new organization. The members further cemented their cohesiveness by the development of the Mountain-Plains (MP) Project, a proposal that was expected to encompass 120 communities throughout the original four states.

Surrounding states recognized that MPAEA offered many benefits to adult educators so the original four states were joined by Arizona, Nevada, and Idaho in 1960. Montana was the final state to become a member in 1988.

That first Mountain-Plains Project set the tone for the organization which has continued to produce such accomplishments throughout its 50 plus years

history. MPAEA now monitors federal and state legislation regarding adult education funding, publishes four newsletters, two juried journals and two to four Legisletters yearly, hosts an annual professional development conference, offers an individual academic scholarship to qualified students, offers a grant for innovative programming to deserving individuals, organizations, or institutions and bestows many incentive awards upon its members.

The enthusiasm and pioneering spirit expressed by the adult educators who chartered MPAEA are still evident in the more than 600 members of the organization today. MPAEA began as a means of closer communication and support for adult educators and an encouragement for organizations and agencies to work together to institute lifelong learning in adults. Today, MPAEA works with the individual state organizations, American Association for Adult and Continuing Education (AAACE), state governments, and other entities to increase literacy among adults and promote continued professional development.

## Collection Analysis

### BEGINNING TO 1962 Birth and infant years

### Why organizational leadership developed

The Federal Census of 1940 revealed that nearly 20 million voters in the United States had less than seven years of schooling. Nearly three million were often called "functional illiterates" because they had four or fewer years of school attendance (Starr, 1948). Maaske (1949) reported that fewer than half of

American adults knew how many United States senators there are for each state and that two-thirds of the people didn't know where Greece is. This was alarming and educators began to recognize that the economic and political success of the United States depended upon better educated adults.

In addition, at the close of World War II (Maaske, 1949), over two million men and women took advantage of the educational benefits of The Serviceman's Readjustment Act of 1944, more commonly known as the "G.I.Bill." Adult educators were overwhelmed and recognized the necessity for increased skills to survive economically in a rapidly changing world.

Although adult education had begun before the turn of the century, in the 1940s and 1950s it was still looked upon negatively by some. Not everyone agreed that tax money and/or funds should be spent on adult education. Newsom and Anderson (1995) quoted Boyle (1940) as saying that "...education is such an abstract term as to be meaningless." They also give reference to Kidd's (1951) statement describing adult education as "...a field as easy for the unwary to enter and almost as difficult to find one's way about in and exit from, as the celebrated maze at Hampton's Court." Sheats (1960) also referred to adult education as 'aimless' and with a 'service approach' and no goal-directedness. Is it any wonder then, that adult educators came together and formed organizations to receive support from each other, the government and foundations.

Educators and leaders of the country realized that time was insufficient (Starr, 1948, Maaske, 1949) to wait for the next generation to repair the

deficiency—referring to economic and political illiteracy. Thus, from various sections of the country came reports (Rogdanoff, 1948) of new projects and activities carried on by groups of educators and laymen who believed that acquainting the general public with the problems facing the country and the world was the best way to encounter the dangers they believed confronted all. Strong efforts were made through the 1950s and on to the conclusion of the 1960s on behalf of adult education and learning by the likes of Harry and Bonaro Overstreet, Erik Erickson, Robert Blakely, Cyril Houle, Howard McCluskey, Malcolm Knowles, and Abraham Maslow (Day, 1991). All of the authors put emphasis on a changing world and the need for adult educators to adapt to those changes.

With funding from a number of sources, including the federal government and the Carnegie, Ford and Kellogg Foundations (Knowles, 1960), the study and development of adult educational technologies came into its own. The Carnegie Corporation gave almost five million dollars to the field of education for publication, research and subsidy to adult education organizations for expansion or initiation. The Ford Foundation established the Fund for Education for the discovery, support and use of talent and leadership (Grattan, 1955). The government redistributed war funds and supplies for peacetime use in education.

First MPAEA meetings

References to a beginning in 1942 can be found in the early material collected by MPAEA historian, Ilene Webb, but are not conclusive. Other references indicated that the first meeting of adult educators in Denver, Colorado, may have been in

1945. The only information about the first eight years is that adult educators met annually in Denver, Colorado, because of changes that were occurring throughout the world, both economically and politically, that affected adult education (Jayne, 1953).

Other adult educators were banding together to form associations at the same time that MPAEA became a reality. In 1949, the first UNESCO Conference on Adult Education was held in Denmark. In 1951, adult education leaders in the United States formed the Adult Education Association of the United States of America (AEA/USA) and the Council of National Organization for Adult Education began (Day, 1991).

Adult educators in the mountain plains region joined the trend, and in 1953, the small group came together and formed a solid organization with a more organized documentation of activities. The collection reveals that a constitution was drafted in1954 and adopted at the 9th annual conference. The collection also documents that the members of MPAEA became participants in the region-wide Mountain-Plains Project during that year.

Mountain-Plains Project

In 1949, (Maaske) adult education was defined as a group-learning effort, voluntarily undertaken by persons past adolescence, outside formal school institutions, deliberate in purpose, based on the interests and needs of the learner for enrichment and enlightenment. In the early 1950s there emerged an increasing awareness of social inequality in the United States and world wide.

According to Houle (1992), an international community was becoming more and more evident. Pope Pius XII (1953) spoke to teachers and students on adult education in Italy saying: "The right to vote, in particular... requires in the one who exercises it at least an elementary notion of political principles and their application within the national and international sphere of politics."

Maaske (1949) suggested that adult educators needed to focus their attention on educating adults for world citizenship by expanding the vision of adults beyond the sphere of national interest to comprehension of the world community. Educators also need to prepare adults for social change by offering adult education classes and group organized programs to stimulate a larger number of persons to gain necessary information and understanding of change. There was also a need to educate adults for technological changes by systematic training for improvement on the job, in industry, in commercial enterprises, in business establishments, and in public service. Additionally, there was a need to offer creative diversions in adult education programs that would provide an outlet which would yield satisfaction to the individual as a group member and at the same time afford creative diversion. Educators needed to better educate special groups such as illiterates, foreign-born, physically handicapped, and those in state and federal prisons. Education of adults for better family living to reduce a rising divorce rate and other maladjustments through classes and discussion groups would aid adults in solving their problems.

These considerations were uppermost in the minds of members when in

1953, the MPAEA and AEA/USA cooperated with Missouri Valley Adult Education Association and Southeastern region in a 20 state effort to find more effective methods of coordinating adult education programs on the local, state, and regional levels by offering training institutes (Jayne, 1953).

From the institutes, trainees developed the MP Project. This project was a cooperative effort involving about 120 communities in Colorado, New Mexico, Utah and Wyoming. It was designed to help individual adult educators throughout the region to strengthen their programs. According to Jayne (1954), this project had national significance since it represented one method of strengthening adult education within a geographical area (four states). Other similar projects were simultaneously attempted throughout the United States.

The MP Project required an enormous amount of work and commitment from MPAEA members. It put a high emphasis on the need for community conferences as a means of offering adult education. A Handbook for Community Conference Consultants was produced for the institute participants. The handbook had the dual purpose of reporting decisions made at the institutes and of describing conference procedures that would help community conference teams.

MP Project's pioneering effort was an important contribution to community, region, and also the educational movement in the country. Reports on the project were called for at the 1953 AEA/USA national meeting in New York. It was described in national publications of the AEA and the New York Adult

Education Council asked for an article describing the project for their publication, Adult Education For Everybody. The Missouri Valley Adult Education Association embarked on a community project growing out of and building upon the experience of MP Project members (Jayne, 1953).

After a year, evaluation of the MP Project showed that it encompassed 25 communities with over 500 adult participants. The resources developed as a result of the project included information about leaders in each community who had a real concern about adult education and community development. It created a pool of some 30 trained and experienced individuals in the area who demonstrated a willingness to work, an ability to get things done, and an effectiveness in dealing with human relations problems. Resource information, which included adult education programs, organizations and institutions and more importantly the needs and interests of communities as sensed by community leaders, was gathered. The MP Project also gathered information about conference follow-up activities such as Adult Education Councils, library movements, community surveys, evening classes and many others (Jayne, 1954).

A report and analysis of the MP Project was published by Clarence D. Jayne, Chairman, University of Wyoming and Jack R. Gibb, University of Colorado. The report included the committee's analysis of their objectives as listed below:

1. *Make substantial progress toward building an inventory of adult education needs in communities of over 2,500 people.* Conferences

were held in approximately 25 percent of communities fitting the description above in the four states. In each community where a conference was held, there was discussion of community needs. A summary of this data on needs was included in the conference report prepared by each community consultant team and comments from these reports were tabulated. While such information coming from specific communities had considerable value for adult educators working on the regional or state level, it was possible that its greatest value was to the community group which examined its own situation and formulated its important needs. In a substantial number of cases this led to the making of definite plans to meet the needs expressed.

2. *Create an inventory of local resources available for adult education in each community and the development of an awareness of the kinds of resources and services available from state, regional and national organizations.* The reports from community conferences held indicated that in practically all of them, there was a discussion of both local resources and those available from state, regional and national sources. The Project apparently stimulated a great deal of interest in the four-state area in collecting and disseminating information about resources. Plans were developed in each state for clearing houses, and a number of communities planned to offer services on the local level.

3. *Produce an evaluation of functioning adult education programs in each community in terms of overlapping activities, gaps in meeting needs, neglect of available resources, etc.* A strong feeling was expressed by community consultants that leaders in the community had been made aware of the existence of much resource material and personnel outside the community which could be used frequently in the community. A packet of materials was prepared which gave information concerning available services at the national level for use by local groups.

4. *Provide a setting in which the participants (of community conferences) could begin to plan cooperatively to better serve their community perhaps through the formation of adult education councils or other types of organization or agency.* An analysis of the reports from the community conferences indicated that much planning for cooperative action of various kinds did take place and that in about 58 percent of the communities where conferences were reported, some definite plans for continued cooperative activities were made.

5. *Increase membership in the Mountain Plains Adult Education Association.* This could not be answered directly because at the time the project started, the MPAEA was newly organized, had no membership dues, and no way of defining its membership. The

history of the association during its first year indicates that it was greatly influenced and strengthened by the project.

6. *Organize state associations in Utah and Wyoming and strengthen state councils in Colorado and New Mexico.* A state association was formed in Utah after an organizational meeting was held in Salt Lake City and a constitution was adopted. In Wyoming, there was discussion about an association. Leadership in Colorado and New Mexico reported that the project had a stimulating influence upon their organizations.

7. *Create better communication among adult educators in the region.* As a result of the project, some 24 leaders from Utah and Wyoming and a like number from Colorado and New Mexico were brought together during the year. State leaders were also brought together. In addition, a Newsletter was published twice. Numerous reports and letters kept community consultants informed regarding progress made throughout the year. There was no question that adult educators in the four states began to know each other much better as a result of the project, and were much better informed regarding adult education activities in the four states.

8. *Create a pool of 48 trained and experienced conference consultants in the region (10 in Wyoming; 12 in Utah; 12 in New Mexico; and 14 in Colorado).* All 48 individuals were recruited to act as

community consultants. Of these, 45 participated in training and planning activities but only 39 were able to commit to the promotion and conduction of community conferences.

9. *Prepare a training handbook on how to stimulate cooperative community adult education.* In October, 1953, a handbook was prepared by Warren Schmidt, Administrative Coordinator of the Area of Organization and Conference Planning of AEA/USA and distributed to all Community Consultants. It reported the more important findings of the institutes and included other information helpful to those who planned to act as a conference consultant.

10. *Increase membership in the AEA/USA.* Some individuals did become members after attending the institutes, but it is doubtful that any members were secured directly as a result of community conferences .

In addition to the ten objectives, the MP Project demonstrated that fact-finding conferences were effective in stimulating a critical examination of local community needs, and that they often lead to the making of rather definite cooperative plans to meet those needs.

The goals and objectives of the MP Project reflect the areas of action suggested by the Ford Foundation Fund for Education which included clarification of goals of education, evaluation of current educational practices and promotion of democratic attitudes in communities through adult education.

Also, the project helped community leaders become more conscious of the many educational resources available in their area. School officials and government agency people became more aware of the various activities carried on by adult educators and were more aware of adult education as a field of activity. Oaks (1958) wrote that new skills were needed; some new inspiration which would give leadership in communities to cope with rapidly changing times. More changes were expected in the next ten years than had occured during the last 100 years, and educators were going to need to be acclimated—not only to speed, but more essentially to shortcuts in leadership.

In an address to the MPAEA annual conference in1958, Harold L. Johnson, President of the National Association of Public School Adult Education, told members;

> Our communities will develop, mature and be strengthened in direct proportion to the growth of public school adult education programs. Further, the public school adult education program of any specific community will become great only if their administrators join leaders in other towns and states in recognizing the job to be done and doing something about it. The American people are currently faced with new concepts of atomic energy, automation and electronic development which threaten their security. The anxieties created by rapid technological, political and social changes need to be relieved through education which teaches new skills and brings new understanding and reassurance.

The communities locations which experienced the most growth in terms of followup activities as a result of conference planning were those places where one of the community consultants lived. This was considered to be evidence of the need for a team of leaders in each community.

Finally, the MP Project demonstrated how national, regional, and state committees could plan and work together in helping community leaders to improve adult education activities. Similar activities were occurring in the Ohio Valley, the New England states, and in Oregon (Therese, 1953).

Great Decisions - 1959

"Great Decisions-1959," a nationwide review of urgent foreign policy questions and a nonpartisan effort to help citizens gain a deeper understanding of current international problems, was sponsored by the Foreign Policy Association.

According to an article in the MPAEA Newsletter, January 1959, all MPAEA states participated in the program. Some states formed discussion groups, some states utilized the media. KUED in Salt Lake City, Utah, less than two years old, offered many courses, some of which included languages, literature and children's programs. They also offered courses for credit from the University of Utah.

This program was an informal, grassroots program that encompassed 500 communities and 50,000 citizens who participated in discussions and debates to get the facts and gain a deeper understanding of current international problems so they could become more knowledgeable when conveying their opinions to Washington. Topics centered around keeping the peace, communism, the Middle

East, and options for the world as a whole. Hilton Power, New Zealand, returned to Boulder, Colorado, in 1959 to work with the regional office of the Foreign Policy Association on the Great Decisions Program.

Other Projects

According to an article in the MPAEA Newsletter (1957), members of the MPAEA took part in the Fullbright Exchange Program. Hilton Power, New Zealand, was in the Fullbright Exchange Program with Dr. Clarence Jayne, University of Wyoming, and spent a year in the Division of Adult Education and Community Service, 1957, while Jayne worked in New Zealand.

The MPAEA executive board appointed a committee to work with the staff of Western Interstate Commission on Higher Education (WICHE) in making a survey of adult education personnel and training needs. Three University of Wyoming doctoral students, Charles O. Robinson, Burnell Lamb and H.O. Brough, agreed to conduct the survey.

Dr. John A. Marvel (1961), director of the Division of Adult Education and Community Service, University of Wyoming, reported that expansion of adult education now involved approximately one out of every three people in the state of Wyoming in some form of continuing education. He stated, "Lifelong learning is becoming as natural as breathing." Demands for adult education services came from professional groups, business and industry, government agencies and associations, civic, religious, voluntary and special interest groups, farm and youth groups, as well as individuals seeking self-employment.

A study was conducted to establish a list of competencies that every adult educator should possess. The following top rated five competencies suggested for the successful adult educator were:

1. Realize the potential for learning.
2. Provide the necessary conditions for learning to take place.
3. Be imaginative.
4. Be an effective communicator.
5. Believe in the mission to the extent of practicing it.

The surprise from the study was that the traditional description of adult education rated very low; for example, the group methods of instruction and consultant skills necessary for instruction. Second from the bottom of the listing was that an extensive background of the subject matter is paramount to good instruction. Powers, (1961) pointed out in an article in the newsletter that in the success of the Great Decisions Program, adult education was following a trend so typically American of 'do-it-yourself' with good results.

By the beginning of the 1960s, a greater emphasis began to emerge on basic adult education. A proposal was submitted to MPAEA by Jayne for cooperative action to meet the needs in the eight state region.

Expansion

In 1960, the original four MPAEA states were joined by Arizona, Idaho and Nevada. Montana also expressed an interest in joining the regional organization. Montana's representation would create an eight state a region that is bordered by

Canada on the north, Mexico on the south and extend from the Pacific Coast states on the west to the Missouri Valley Adult Education Association states on the east. The MPAEA region, covering 28 percent of the continental United States, seemed very homogeneous since it was all populated by relatively small communities separated by great distances. According to an article in the Newsletter, 1960, only 3 1/2 percent of the people of the U.S. lived in the 28 percent of the country represented by MPAEA. The average density of population for the area was less than seven people per square mile, ranging from only two in Nevada to fourteen in Colorado. The average for the whole of the continental United States was fifty-three.

Summary

The trends and goals of this period were to encourage local initiative in planning and carrying out programs and to create more local control. At the same time, local agencies were depending on national, state, and other agencies to foster adult education programs that were proposed to help adults become more politically aware of the world-at-large and to facilitate a higher standard of living for many.

Knowles (1957) suggested that the character of the population was changing and that the American educational system would be under increasing pressure to keep up with the demand for education. MPAEA educators were faced not only with an increased demand for education, but also the geographical difficulties of distances between populated areas.

1963-1972 The growing and development years

Increased demand for adult education

By the mid-1960s, changes in the economy, an upsurge in leisure time, a decrease in the demand for unskilled labor, and technological changes created a demand for an increase in adult educators with specific teaching/training skills (Jensen, 1966; Houle, 1961; Knowles, 1973). McMichael's article (1966) in the MPAEA newsletter reinforces this need. His challenge to MPAEA members was:

> There has never been a time when the educated man—even the well educated man—saw his formal education become so rapidly obsolete. Science is changing the base of the American economy. Almost overnight technology outmodes old industries and creates new ones. Patterns of living are undergoing a dramatic evolution in an increasingly urban and suburban society.
>
> Adult education activities in their various forms offer the best hope for providing the opportunities to secure the knowledge needed by society to make the adjustments required by these changes. Yet such adult educational programs are reaching only a minute fraction of those people who need help. They can be reached only by finding more effective methods of letting the public know how adult educational programs can help effect required changes.
>
> It is not enough to keep the curriculum and teaching methods abreast of changing times. If we, as adult educators, are to meet our

social responsibilities, we must also find faster and more effective ways of reaching the public we should serve. We must solicit help from those people who have indicated interest in helping administer adult education programs. Such people may be secured from labor unions, trade organizations, service and social groups, and agricultural extension and professional societies, as well as securing more personnel from the public schools, universities and colleges. No one can do the enormous task ahead in adult education alone. We must pool our knowledge and work together toward a common goal.

Other authors (Cannon, 1968; Weldon, 1969) agreed that college graduates might find their formal education obsolete as soon as they graduated, thus the need for education to be a continuing lifelong process. Cross (1974) compared the need for adjustment to car makers in Detroit. " Imagine focusing," she said, "only on Cadillacs only to find that Volkswagens and Toyotas are really superior models." According to Cross, colleges and faculties who achieved their academic excellence in the 1940s and 1950s were finding it difficult to adjust to new models in education.

Weldon (1969) estimated that thirty million adults, with and without degrees, were engaging in systematic, planned instructional programs because of changing demands on the job market and increasing complexity of domestic and social problems. Number two and five of Weldon's general purposes for adult education, listed below, reflect the need expressed by professionals nationwide.

1. Fundamental literacy which would allow adults to acquire the basic skills of reading, writing and computing.

2. Education for vocational, technical, or professional competence which would prepare adults for their first job, or get them a better job, or keep professionals up-to-date.

3. Education for health, welfare, and family living which would include planned parenthood, consumer relations, and child care.

4. Education for civic, political, and community competence.

5. Education for self-development which would improve individual skills.

Furbay (1971), International Education Director for TWA and Education Consultant for General Motors Corporation, gave four reasons for an increased interest in adult education to MPAEA members at their annual conference. Furbay claimed: (1) the rapidly changing society and how to keep up, (2) the shrinking of space doing much to civilize the world, (3) the freeing of man's creativity and (4) the creation of new factories, industries and modern modes of transportation which provided new jobs influenced adults toward additional education/training. These four reasons agree with Weldon's general purposes for increased adult education.

The educators of the mountain plains region, along with educators of other areas of the United States, began to widen their perspectives. According to Miller (1968), educators in the MPAEA region began to realize the differences between the task of teaching the young and that of teaching adults and that these

differences in purpose, scope, intensity, and available resources required differences in methods. MPAEA conferences began to offer professional development, not only in continuing professional education, but also in areas of special interest such as adult basic education, Indian studies, business and industry, and self-renewal.

Losoncy (1970), Director of the Division of Adult Education for the United States Catholic Conference, wrote that adult education must broaden its scope. But where would the funding be found for additional programs? Flora Dungan (1968), Clark County, Nevada, Assemblyman, suggested to MPAEA conference participants that adult educators must get their legislators' attention, even if they "had to use a Mack truck". She also advised proponents of adult education to solicit legislative support by dealing with lawmakers in simple communications and do away with voluminous reports.

In response, members of MPAEA began to be more visible in their dedication to lifelong learning. For example, Dr. Clifford Trump, Office of Higher Education, Idaho, applied for and was selected to participate in the Governmental Fellowship Program of American Association of Junior Colleges and spent five weeks in Washington, five weeks with Congressman Orval Hansen, and two weeks in the regional office of the Office of Education. Dr. Sherman Sheffield, University of Utah, became an officer in the National Council on Extension.

According to Dr. Lee Zink in an address to MPAEA members in 1970, adult education must listen to business and industry as well, because they contribute to

the payment of taxes and bills of education. Zink pointed out that the businessman's viewpoint includes a realization of the need for continuing education and a concern about the product of education. In his address, Zink reminded professional educators of MPAEA of the changing times and that there is too much obsolete technical education.

The 1965 conference emphasis was on business and industry education/ training. Guest speaker, John Patrick Walsh, Deputy Director, Office of Manpower, automation and Training, U.S. Department of Labor, identified four great challenges for educators in the 1960s:

1. Open the way to employment for the uneducated.
2. Open the way to constructive education.
3. Open the way to easing the sting of change.
4. Open the way to satisfying the unmet needs of business.

Cline (1970), Public Relations, Mountain Bell Telephone Company, urged MPAEA members to find the solution to upgrading the underemployed by combining remedial academic training with job training, the job, and the pay. Cline's parting remark was, "The object of education in this age, whether for business, government or the academic world, is not to accumulate information but to teach people ways to find information." Beavers (1971), Vice-President of Administration, Mountain Fuel Supply Company, pointed out that management principles can successfully be applied to adult education. In 1972 Charles Cooper, MPAEA President, said, "Adult education must become more salable to the states

and people served. If adult education is to survive, it must become a more wholesome and useful product and must be more palatable for all."

In addition to continuing formal educations and increased workplace training, an increased need for adult basic education emerged in the United States. The 1960 census revealed that one of every 12 adults was a functional illiterate—defined as a person more than 25 years old with less than a fifth-grade education. A report on the House Education and Labor Committee, published in The Educational Digest (1968) revealed that federal grants for adult basic education, started in 1966 by the Economic Opportunity Act, were renewed for another two years. Powers (1970) indicated that federal funds for adult education programs for the disadvantaged, largely literacy and vocational training, amounted to more than $700 million, plus $323 million for community action programs. Some of these funds were used to train volunteers or professional workers and to encourage citizen workshops with a primary target of better economic conditions.

When the national literacy programs started, 38,000 persons were enrolled in classes. After two years, enrollments were up to approximately 400,000 with programs in every state. Not enough, said the Report on House Education and Labor Committee, as nearly four million American adults still have not gone beyond the fourth grade and another twenty million had not completed the eighth grade.

Senator Howard Cannon of Nevada in 1968, co-sponsored a bill with Senator Alan Bible which established a minimum allowance of $100,000 for ABE in each

state. Cannon felt that the three most prominent problems in adult education which needed immediate attention were to make adult education more accessible, bring adult education to illiterates and reduce the cost of adult education. Cannon felt that the first two problems could be solved by offering courses via television. He hoped that the third problem would be solved via the bill that he and Senator Bible proposed.

In 1967 conference coordinators presented a challenge to MPAEA members to meet the demand for increased adult education and training in the workplace to raise the standard of living and create motivation for lower economic groups. A mock trial was conducted with John Q. Citizen, as the Plaintiff, and Adult Education, the defendant. Presiding judge was John Rames, Professor of Law, prosecuting was John T. Thompson, Associate Professor of Political Science, and defending was Vincent Picard, Coordinator, Office of Public Administration, all from the University of Wyoming. In this trial, adult education was listed as an organization charged with the duty of continuing education of the general public, organized and doing business in all states. According to an article in the MPAEA Newsletter (1967), adult education was charged in the program with being derelict in its duty to provide appropriate leadership necessary to create an awareness of the seriousness of the need for Adult Education. Although the jury found adult education guilty as charged in the mock trial, some jurors requested clemency for the defendant. The defendant's case centered around a lack of funds and understanding. Defense contended that until John Q. Citizen realized the value of

adult education and its needs progress could not be made. Adult education was sentenced to research and continued dedication. It was charged with finding new and better methods of reaching more people in all walks of life.

Loring (1970), UCLA, spoke to MPAEA members giving this message, "Life has been too long lived as an observer. It is time to join the group solving problems. Adult educators must provide the setting and resources, and create the climate where people can pause to examine goals and convictions." Loring urged adult educators to stop responding to needs requests and start initiating creative programs. She asked that adult educators from the mountain plains region emerge not as facilitators, but instead become leaders in the field.

Development of adult education

MPAEA states responded to the need for additional trained personnel in the adult education field in many ways. According to Jensen (1966), the University of Wyoming developed a master's degree with a major in adult education and a doctorate with specialization in adult education. Cotton's (1963) three stages in the modern development of adult education list stage three as focusing on the organization of adult education activities and the development of the profession. During this period of time, graduate study in adult education began on a grand scale throughout universities and colleges nationwide.

According to Weldon (1969), more than 300 colleges and universities currently were participating in community services and continuing education under Title I of the Higher Education Act of 1965. An estimated 400,000 adults were

involved in continuing education offered under the auspices of and in cooperation with public schools, business and industry, volunteer and professional organizations, government agencies, labor unions, libraries, museums, and religious institutions. However, McNeil, Chancellor, University of Wisconsin, argued for the need for even more cooperation between vocational schools, superintendents of public instruction, universities, and public school systems if adult education was going to develop into a profession that would best serve the public.

In 1962, Colvin (1969) recognized the existence and needs of the more than 11,000 functional illiterates who lived and worked in Onondaga County, New York. In 1967, with local support from churches and organizations, Colvin founded Literacy Volunteers, Inc.

An article in the association newsletter showed that in Colorado, 120 educators from six states participated in an institute to prepare themselves as teacher/trainers in adult basic education during this time period. This institute was funded by the National University Extension Association, Title II-B of the Economic Opportunity Act of 1966. Also in Colorado, 3000 students participated in adult education under the provisions of the Adult Education Act of 1966 and 381 teachers attended training workshops.

Another newsletter article proclaimed that Wyoming implemented a statewide program in basic adult education. A special teacher training workshop was held in Casper in preparation for staffing the basic adult education classes in

reading and arithmetic. After the Adult Education Act of 1966, half a million adults were enrolled in Adult Basic Education (ABE) throughout the United States. Seminars in Wyoming for administrators conducting ABE programs, teachers of ABE, aides and other educators were sponsored by the State Department of Education, College of Education and the Division of Adult Education and Lifelong Learning Services. By 1969, Ruth Colvin's Literacy Volunteers expanded to about 50,000 teaching hours providing one-on-one tutoring for adults who wanted to learn to read.

Idaho held a state conference to carry out Phase I of the Community Development Program. This program was proposed by Idaho State University in cooperation with Idaho Continuing Education, University of Idaho, Boise State University, Ricks College and College of Southern Idaho. Phase II involved gathering data regarding community problems and resources and the creation of a Community Action Guide. Phase III provided fifteen regional workshops to train participants in concepts and technology in reviewing data and analyzing community problems.

A 1972 MPAEA Newsletter related the news that the Idaho Division of Continuing Education and the College of Idaho, Caldwell, received a grant from the Environmental Education Act, 1971. The title of the program was the Governor's Lecture Series on the Quality of Life in Idaho. Governor Cecil D. Andrus was the first speaker addressing a crowd of over 600 persons. The grant was one of 74 awarded nationally from among 2000 applications.

Other areas of the United States created programs as well. A pilot program (Reed, 1965) in Ohio consisted of a series of forums emphasizing the changes in occupations and vocational education. Russian (1961) stated that the University of Omaha, Nebraska, one of the first adult education schools in the United States, logged a 29 percent increase in enrollment credited to the type of courses and the method of delivery. Operation Raising Educational Achievement of Child and Home (REACH) (Marlar, 1966), funded by a Federal grant under Title I, enrolled in Brentwood, Massachusetts, 335 of the schools' 350 children in evening courses. Additionally, 65 adults joined the children in the learning project designed to raise the standard of living in the area.

It was announced in the MPAEA Newsletter that the Continuing Education Unit, a new method of measuring hours of participation and recognizing noncredit educational experiences, was proposed by the National Task Force of educators, professional societies and industrial associations. A pilot study was conducted at several universities across the country, including some in the mountain plains region.

Because of the increase in programming and the many changes occurring, Sig Johnson, President of MPAEA (1970), asked members to adopt the AEA/USA Platform for enhanced public understanding of adult education which included:

1. Devise community and regional systems of information and counseling so that public understanding may be enhanced.

2. Identify and call public attention to the problems which confront the field

of adult education with special emphasis on the four out of five adults each year who do not participate in existing adult education programs.

3. Suggest ways in which agencies can demonstrate the real relevance of adult education to the problems which confront their clients.

4. Explore ways to establish communication with the hard core of non-participants in adult education so that they may understand the service potential available to them.

5. Provide the leadership for coordinated presentations which will produce a range of adult education superior to that given by many agencies acting separately.

Trends in adult education

Learning to learn

Toward the end of this time period, new approaches to teaching adults began to emerge. Because adult education had experienced such a phenomenal growth during the past ten years, and men and women from all walks of life were turning to adult education to solve their problems, achieve goals and accomplish other life ambitions, new curriculums needed to become more realistic and functional (Gardner, 1970). Many times teachers used only old methods that failed to stimulate or maintain interest and needed to update their skills.

Losoncy (1970) called for an awareness of the new educational models being developed in universities across the country that promoted the idea that it is better for people to learn how to learn than to be taught. In Keppel's (1968)

opinion, experts were beginning to appreciate the need of specially trained instructors, new teaching materials, and perhaps the need for special facilities to cope with adult learners. Members of the AEA/USA explored the concept of learning how to learn through the activities of several committees and commissions of AEA. Other agencies and institutions in Canada and the U.S. conducted or planned research pertinent to the concept.

Jensen's article in the MPAEA Newsletter (1969) on "Learning How To Learn" tells teachers of adults to stop continuing to feel responsible for the student acquiring knowledge and stop being determined to force him to do so. Jensen continued that teachers of adults assume that the subject matter means the same to the learner as to the teacher without taking into consideration the experiences of the student. Knowles' (1973) development of the androgogical model agrees with the learning to learn theory. Knowles' andragological model is a process model providing procedures and resources for helping learners acquire information and skills as opposed to the content model (pedagogy) which transmits information and skills.

Emphasis of the 1969 Annual MPAEA Conference held in Colorado was trends and problems relating to instruction of special interest groups and funding available. The keynote speaker, Dr. Howard McClusky, Professor of Educational Psychology at the University of Michigan and Consultant for the Mott Foundation suggested that the following steps be taken to organize a community centered approach to adult education.

1. Start with informal consultations at the grass roots level - people who have a common general interest in community improvement.

2. Organize an ad hoc task force to study a clear cut task - stage of consultation and action.

3. Establish an advisory committee - need people who are workers but not necessarily representative of organizations.

McClusky continued by suggesting some specific roles that the individual could perform. Three such roles are: seeding role, dropping ideas and activating others; the linkage role, being the link between grass roots and the establishment; and the mobilizer role, organize and start action.

Doctoral students throughout the mountain plains region began to study the various types of providers of adult education, the methods and materials used in adult education and the ways and means of administration of adult education.

Renewal

The central theme of the 1966 conference was renewal through continuing education. The theme was an adaptation of the book, Self-Renewal, by John W. Gardner. One guest speaker, Albert Croft, Vice-President of Resources Development Corporation, reminded MPAEA members that there were three areas to consider when offering, not only continuing, but continuous renewal.

1. Learning how to live with ourselves.

2. Living effectively with changing careers.

3. Living with our communities.

Another guest speaker, Obert Tanner, professor of Philosophy, University of Utah stated that:

> Self-renewal opposes routine living, habits and dull repetition. These are the marks of security for those who resist change. However, self-renewal is an intended escape from boredom, monotony and discouragement. It should be the doorway to the sunshine of optimism; away from the shadows of disappointments, skepticism, cynicism and sometimes total despair. Self-renewal favors the value of freedom.

Another feature of this conference was the integration of sub-regional workshops designed to assist with the development of community-based programs of adult basic education. This facet of the conference program was made possible through the assistance and cooperation of AEA/USA.

Challenge

MPAEA President Sig Johnson (1970) issued a challenge in the newsletter to members to "check their commitment" to adult education. The profession was still struggling for respect and a professional image. Johnson called for a deepening of convictions toward adult education and offered eight suggestions members could practice with the purpose of improving the image of the adult education profession.

1. Be a positive force in directing and promoting adult education.
2. Consider yourself as a strong and important professional educator.

3. Be an aggressive innovator, a persistent seeker of better ideas, and one who casts aside the narrow concepts that confine the program.

4. Constantly evaluate yourself and your program.

5. Strive to grow professionally by being open-minded.

6. Know and understand your community.

7. Communicate with active and purposeful leaders in all walks of life.

8. Articulate with the total community and recognize their contribution.

Johnson added, "No adventure in education has a greater purpose or can provide a greater challenge than adult education."

Adult educators, unfortunately, many times are like the plumber with the leaky pipes. They are the ones who organize and promote education but are the last ones to avail themselves of the product. Burman (1969), in a MPAEA Newsletter article, challenged the organization with three questions:

1. Are the present services adequate, sufficient and the most feasible in terms of achieving the organization's purpose?

2. In view of current trends, in which areas of adult education can the association become a more useful instrument for adult educators in the region?

3. What additional services and activities might the association realistically carry on to further its purpose as an instrument of cooperation for adult educators in the region?

Burman also renewed the purpose of MPAEA, as stated in the constitution: "...to

serve as an instrument of cooperation among the persons and organizations engaged in, or interested in adult education in the Mountain Plains region." The association attempted to fulfill this purpose by offering its members the following tangible services:

1. A very readable newsletter which is published four times a year.
2. An annual conference normally designed to have a broad appeal to heterogeneous interest groups within the broad field of adult education.

Additionally, in 1972, a proposal for the publication of the MPAEA Journal of Adult Education was submitted to the Board of Directors by Hilton Power, Professor of Adult Education, University of Wyoming. Power reasoned that there was a great deal of work of immediate interest and ready application that was not reaching the practitioners in a speedy or useful form. Further, it was determined that a publication of this kind would help to consolidate the common goals of the heterogeneous membership of MPAEA and have a larger impact on national, regional and state policies. Also, the publication could reduce the lines of distinction which mark off the various institutional forms—universities, community college, public schools, and voluntary associations. It was felt that a journal would help to keep in the forefront for the members and others, the common body of knowledge and practice which bound the membership together rather than dwell on the varieties and uniqueness of the many agencies represented in MPAEA. Powers stated, "at this stage in the evolution of the MPAEA Association and the growing importance of adult education in the region, a journal would be a further

affirmation of the faith of our members as well as a practical means of giving emphasis to the association's goals."

And, at the request of the MPAEA executive committee in 1972, Jensen compiled for publication, Research Studies With Implications for Adult Education. This was an annotated list of research studies completed in the mountain plains region which were pertinent to the practice of adult education. It was made possible by the cooperation of resource people from Colorado, Utah, New Mexico, Arizona, Nevada, Idaho and Wyoming and the assistance of the Department of Adult Educaton and Instructional Services of the University of Wyoming and included more than 100 research studies. Two hundred copies were printed and distributed to MPAEA members, libraries and others requesting copies.

McKendry's (1970) resume of MPAEA stated that the organization was known throughout the United States and was regarded as an adult education leader. The association was poised on the brink of a great challenge, discovering and serving the needs of its members in a rapidly changing society. McKendry urged that the challenge could be met with a strong, healthy and viable membership motivated to achievement by dedicated and innovative leadership.

Summary

Adult learners in the growing and development years experienced an increasingly technological society running at an ever faster pace. Educators were hard pressed to keep up with the demands for continuing education, workplace training and literacy education.

Many programs were initiated throughout the MPAEA region and the United States to meet the challenges presented by citizens, communities, business and industry, government and other organizations to develop better curricula and methods of instruction so adults through education, could achieve a higher standard of living.

MPAEA members were reminded that they must experience 'renewal' as well, to keep up with new trends and methods of instruction. In a quote from Thoreau, "it is time that we had uncommon schools, that we not leave off our education when we begin to be men and women," Russum (1961) reflected the sentiment of this time period.

1973-1982 Coming of Age and Struggling Years
Learning Explosion/Learning Society

A new era in education was created when the concept of lifelong learning was sparked by the requirements of a rapidly changing society, the necessity for updating professional and vocational knowledge and skills, and the need to acquire new ones (Case, 1975). The lifelong learning movement that was expected to transform the nation into a learning society was worldwide. According to the National Commission on Excellence in Education, at the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes.

Cross (1980) stated that the point of a learning society is to develop independent, self-directed learners who do not depend on others to decide what, when, where, and how people should learn. Houle (1992) described lifelong learners as "those who are by nature, planners of the future, not surveyors of the past." Similar attitudes toward adult learners are repeated in an article in the Journal by Parsons and Gaston (1980). These authors use Jonathan Livingston Seagull analogies of independent thinking by the adult learner. Parson and Gaston also compare attitudes of the adult educator to the attitudes of Seagull displayed in the book which suggest that adult educators should believe that students can succeed and that their potential is unlimited.

An article in the 1974 MPAEA Newsletter reported a study on facts and figures of adult education (Appendix E) which showed that over 15 million adults, representing one in every eight adults, were enrolled in various adult education programs throughout the United States. According to this article, the explosion in adult education was leaping upward at nearly 11 percent a year, while elementary and secondary schools showed an increase of only two percent.

In support of lifelong learning, United States Senator Walter Mondale (Hartle and Kutner, 1979) proposed legislation for funding. Mondale's description of who would benefit from lifelong learning follows:

> Lifelong learning offers hope to those who are mired in stagnant or disadvantaged circumstances—the unemployed, the isolated elderly, women, minorities, youth, workers whose jobs are becoming obsolete. All

> of them can and should be brought into the mainstream of American life...lifelong learning...is a necessary step toward making the lives of all Americans more rewarding and productive.

Mondale's proposal, The Lifelong Learning Act (Public Law 94-482), was enacted by Congress as part of the Education Amendments of 1976.

According to Arbeiter (1977), in a Journal article, as more adults returned to education more and more studies were conducted to determine the types of learners who would be taking courses. Arbieter said a greater proportion of white adults participated in adult education than black adults, but more black adults attended Adult Basic Education (ABE) classes than did white adults. Arbeiter's study also showed that people who participated in adult education were nearly evenly divided between men and women. However, from 1969 to 1972 there was a 28 percent increase in the number of women participants while men showed an increase of only 14 percent. The Arbeiter article included graphs (Appendix E) indicating participation in adult education by age and race and by family income. Additional graphs show educational attainment of participants and participants' reasons for taking courses in adult education.

An excerpt from Open Horizons (1980) in the MPAEA Newsletter exclaimed that adult education was not a luxury—it was essential to ensure survival in a technological age with monumental explorations and challenges looming on the open horizons of the 21st century. This article maintained that adult learners had come of age and were increasingly disproving myths and stigmas about adult

education.

Older adults proved that their learning abilities had not decayed and many people used education as a way to give meaning to life. The older learner was another addition to the learning explosion. According to Routt in an article titled, "Raisins in the Sun," Journal (1979), adult educators need to take into account the "deferred dreams of older learners when developing programs." Routt asked, "What happened to the dreams? Have they dried up like raisins in the sun?"

The answer for many older citizens craving additional learning came in the form of the Elderhostel. Lavigne (1980) described the first Elderhostel held at the University of Wyoming in the Journal. According to Lavigne, the Elderhostel program was designed to encourage older persons to return to academia and combined academic and extracurricular programming, plus enough free time for rest or exploration. By 1979, when the University of Wyoming began its participation, 300 universities and colleges throughout the United states were offering Elderhostel programs. At present there are over 1,800 Elderhostels offered worldwide.

The tremendous explosion (Grabowski, 1974; Kipper, 1975) and dramatic surge of interest in education by adults created an expanding awareness among adult educators of the need for leadership in education through public schools, community colleges and four year institutions.

Prevailing attitudes of society not only made individuals realize their lack of education, but also gave some hope of increased learning. An article in the MPAEA

Newsletter (Harsock, 1978) implied that adult education was the fastest growing segment of the education industry in America, the unparalleled development of the field had increased public recognition and demands from individuals and institutions for up-to-date information, services and materials.

As the learning explosion began to stretch funds to the limit, Clayton Stalling, 1973 President of MPAEA, challenged the membership to become more politically oriented in order to channel the funds available for education to educators. Stalling called on the membership to examine services and keep informed of current developments affecting adult and continuing education. He claimed educators must understand the diversity of society and plan accordingly.

Again in 1978, Sig Johnson's legislative report to the organization urged each MPAEA state to develop a network to alert adult educators of pending legislation. He called adult educators "chain agents" and said they were responsible for needed legislation that would provide the opportunity for lifelong learning for every community.

Anita Martin, Chair of the Legislative Policies Committee, AEA/USA urged educators of the mountain plains region to act rather than react. Her theory was that even though there were more adults engaged in education than children and youth, most of the Federal Programs (all 476) pertaining to adult education were written into legislation as addenda to other programs. Martin urged adult educators to support proposed legislation that addressed the need for adult education as a primary entity.

The MPAEA collection contains a report from the National Advisory Council on Adult Education (1975) that lists the following general recommendations for adult education:

1. Coordinate a single federal agency having the responsibility for all educational programs for adults.
2. Generate increased state adult education support by State legislative bodies.
3. Plan a full range of educational services for adults.
4. Establish a broad, flexible authority to permit a full range of adult education services beyond reading, writing, and computational skill training.
5. Provide adult high school level instruction.
6. Use tax-supported school buildings and facilities more.
7. Conduct and support scientific inquiry into the educational process through the use of USOE discretionary funds.
8. Increase learning opportunities for institutionalized adults.
9. Create career education models which can help make education and training more meaningful and available to the adult student, more rewarding for the instructor, and more relevant for the disadvantaged.
10. Apply new approaches to the involvement of older citizens through outreach educational services.

According to an article in the MPAEA Newsletter (1978), the 1978 amendment to the Adult Education Act expanded educational opportunities for

adults and encouraged the establishment of programs of adult education that would:

1. Enable adults to acquire basic skills necessary to function in society.
2. Enable adults who desire to continue education to secondary level.
3. Make available to adults the means to secure training that would enable them to become more employable, productive and responsible citizens.

In his keynote address to 1973 MPAEA conference participants, Governor Jack Williams, Nevada, agreed that lifelong learning through adult and continuing education would enable each individual to live a creative and productive life. Williams said:

> Adult education is important in any modern society, whatever its political or economic form. But a society such as ours, dedicated to the worth of the individual, committed to the nurture of free, rational, responsible men and women, has special reasons for valuing adult education. Our deepest convictions impel us to foster individual fulfillment. We wish each individual to achieve the promise that is his and we further wish each individual to become capable of strengthening our free society through his contributions to it. Adult education is two-pronged. One is a program to make up for the deficiencies in education at lower levels—what adults missed as a child. The other is a program for a continuing education for living—what he needs now for a fuller life.

Impact of adults in education.

Across the nation, more adults than ever were taking college courses—more than 40 percent of the student population (Cross, 1980). Cross listed three trends that contributed to the changing characteristics of college students:

1. The decline of 18-years-old in the population.
2. The increase of students who need help with basic skills.
3. The increase in adult part-time learners who have full-time adult responsibilities.

Cross continued that students aged 25 and older, filling otherwise empty seats in classrooms from Maine to Hawaii, represented about one third of the nation's college students who payed annually, more than $600 million a year for college courses.

In a presentation to the 1976 MPAEA Conference, Thomas of Brigham Young University, Utah, said he was troubled by the national trend of burgeoning development. He was also bothered by the blatant exploitation of possibilities in extended learning and uneasy at the erosion of basic principles in continuing education. Thomas quoted a George Gobel joke about there being more than one way to skin a cat, but you can't expect the cat to cooperate... He saw daily, thousands of cooperating cats in different guises. Thomas urged that lifelong learning not become the latest flaw in the promise of American education.

Roy Romer, Executive Assistant to Governor Dick Lamm, Colorado, also

told participants at the 1976 MPAEA Conference that the need for adult education in the nation is critical because traditional kindergarten through high school training falls short in "preparing adults for decision making in a changing world." Romer said, "We can't wait for a new generation of decision makers. Instantaneous communications require citizens to keep up with things or they won't have the background to live with their decisions."

Adult Basic Education

The history of Adult Basic Education (ABE) in the United States is essentially one of literacy education, wrote Jordan (1978) in the Journal, beginning with adults who wanted to learn to read the Bible to adults currently preparing for and entering into colleges and universities. According to Vela in an article in the Journal (1979), the last census conducted in 1970 revealed that 54,333,333 persons, age 16 years or older, were not enrolled in school and had not completed 12 years of education. Vela wrote that adults without 12 years of schooling were at a severe competition disadvantage with their peers. He also stated that persons with only an elementary education suffered many problems in employment, or lack of employment, because of changes in society and the job market.

The MPAEA Newsletter (1973) contained a reprint of a report from Adult and Continuing Education Today. The report on ABE disagreed with Vela somewhat in that it showed:

1. Students are diverse and their education goals go beyond basic.
2. More than half have gone through the 9th year. Fifteen percent have

high school diplomas and some have attended college.

3. Motivation is primarily educational - not job related.

4. Most ABE students first hear about programs from an acquaintance.

In an article in the MPAEA Newsletter (1974), Glasscock lists six age-unrelated steps of the learning process:

1. Readiness - Must be mature enough both physically and psychologically and know the importance of learning the material. Must be mentally and physically capable of doing the job and believe that it can be done without fear.

2. Motivation - two different categories (extrinsic and intrinsic) Extrinsic motivation depends on a dispenser; intrinsic motivation must come from within, a desire to learn.

3. Material - must have material at the appropriate level so that it is neither boring nor intimidating.

4. Presentation - Must adapt the treatment of the material to the individual; students are individuals and what might be good for one individual might not be so good for another.

5. Reward - behaviors which are rewarded or reinforced are more likely to reoccur. No other variable affects learning so powerfully as does reward or reinforcement. The best learning program provides for a steady cumulative sequence of successful behaviors.

6. Retention - must keep the material that we want and/or need to

remember and interpret it; it is minding and not mouthing that counts.

In an attempt to change the enormous numbers of adults without high school education, the federal government through the Adult Education Act, provided the opportunity to complete secondary level schooling at no charge to the participant. Other financing from foundations and the government guaranteed the training of teachers in ABE throughout the late 1960s into the 1970s (Jordan, 1978). As educators underwent training for adult education, Vela (1979) urged that one of the primary roles should be to stamp out the myth that adults had lost the ability to learn.

The Needs Assessment Project sponsored by the Colorado Department of Education in cooperation with State Board for Community Colleges and Occupational Education and reported in the MPAEA Newsletter (1974) by Carmen Timiraos, content consultant of Colorado, is an example of programs and projects developed in the mountain plains region. The Assessment gathered data that would help identify educational and related needs of adults, age sixteen and over, who were not enrolled in a formal education program at the time of the survey. The overall goal of the project was to gather data about the adult that would allow a comprehensive analysis of his or her educational and related needs affecting the attainment of the individual's own level of excellence and the pursuit of a life style of his/her choice.

Another example of program development described in the Journal (Good, 1976) was an account of an adult literacy program in Rock Springs, Wyoming.

Good gives a somewhat humorous account of a lost $38,000 check from the U.S. Treasury which delayed the start of the program one whole year. This program, according to Good, began under the aegis of Right to Read, part of the Office of Education, Department of Health, Education and Welfare, with the intent of achieving 99 percent adult literacy in the United States.

When Governor Cecil D. Andrus, Idaho, spoke at the 1975 MPAEA Conference, he said he believed that education for adults should have immediate results, for example: the man who could leave home for extended periods of time since he had learned to read "Gentlemen." Governor Andrus insisted that adult learning should be an integral part of the education system.

A copy of the National Advisory Council on Adult Education statement to the House Appropriation Committee on Adult Education found in the MPAEA collection lists a federal appropriation for fiscal year 1979 as $111,038,000. According to the publication, 2,000,000 adults were enrolled in ABE under the federal act and another 1,300,000 were enrolled through state and local funding representing growth from 1967 of 388,000 to 1974 of more than 3 million.

Continuing Education

The most obvious reason for the sharp turn to adults as students was the prospect of declining college enrollments. Attitudes were changing. Continuing education, long viewed with disdain by many university regulars, was suddenly discovered as the wave of the future (Hechinger, 1975). Hechinger quoted Graubard as calling for "a wholly new concept of studentship" and insisted that

higher educational institutions should be offering whatever adults needed to know or would profit from knowing, and make these things available day or night and anywhere.

In a 1976 Journal article, Russell challenged the motives of institutions of higher learning. According to Russell, it was estimated that 82 million people would be participating in some form of continuing education soo, and because post-secondary enrollments were declining, colleges and universities were ensuring business as usual. Russell stated that the academic community could threaten continuing education: a) if it saw it as a way of maintaining an establishment of vested interests; b)as a means of generating dollars in order that the chosen few may continue the monastic life; c) if academic leaders approach the continuing education clientele from traditional content interests as opposed to people concerns; d) and if enrollments were used to keep institutions alive by manipulating the marketplace so that it demands that job aspirants have an academic blessing.

Russell also listed some positives that colleges and universities could bring to continuing education. According to Russell, the academic community offers promise to continuing education: a) if leaders are concerned about the needs of an adult clientele; b) if academics became excited about the richness that experienced adults can bring to the classroom; c) if academics would do less talking to each other and listen to what the outside world has to say about the relevancy of services; d) if academics could be secure enough to share planning for the redesign of the educational establishment with those that would use its services; e) and if

its members truly see expanding to serve an adult clientele as a mission, rather than a way to financial rewards.

Another reason for the dramatic increase in adult education was compulsory continuing education for many professionals. According to an article in the MPAEA Newsletter (1973), compulsory education for adults may not have been mandated by law, as was the case with children, but it was a reality at least for most adults in the workforce. Paraprofessionals and skilled workers must relearn their jobs or learn new ones as their old jobs were eliminated. The half-life concept of professionals demanded that they keep up with new development in their fields of specialization even in the absence of ever-increasing laws requiring relicensure.

In a speech delivered to 1973 MPAEA conference participants concerning laws requiring relicensure, Phillips stressed the need for the Continuing Education Unit (CEU), introduced in 1968, as a measurement of noncredit education. Phillips stated that there were about 30,000 participants in over 600 programs nationwide. The MPAEA Newsletter (1975) stated that national criteria and guidelines for the use of the CEU was now published: The Continuing Education Unit: Criteria and Guidelines was the result of six years of study by the National Task Force. Phillips said the new publication clearly explained the administrative and program criteria for the use of the CEU. He maintained that the CEU allowed the freedom and flexibility of adult education but allowed institutional integrity of quality efforts.

Legislation affecting adult and continuing education was reported in an article by Roy Minnis in the MPAEA Newsletter (1975). According to Minnis, the Educational Amendments of 1974 (Public Law 93-380) appropriated approximately $1 million for adult reading academics. The Community Education Development Act, co-sponsored by Idaho Senators Frank Church and James McClure as reported in the MPAEA Newsletter (1973), would aid in the training of community school directors throughout the nation.

Federal legislation proposed by T.H. Bell (1982), U.S. Secretary of Education, would have consolidated all federal vocational and adult education programs and redefined the federal-state partnership in these fields. Its enactment would enable recipients of federal funds to provide more flexible services within the limited amount of federal support and would increase state and local control over the use of funds.

The Carnegie Foundation for the Advancement of Teaching, in its new publication, Higher Learning in the Nation's Service, called on academics to stretch their interest of the field of civic education and aim it specifically at adults to decrease the number of "civic illiterates" in the country. This top-down, as opposed to grass-roots, idea would link the purposes of education to citizenship in democracy more closely than ever before and would forge the vital link between the destiny of the country and the social role of academic life (McInnes, 1981).

Toward the end of this time period, continuing education in the mountain plains region was challenged not only by decreased funding, but as usual, with

distances between meeting sites. Rea's article in the MPAEA Newsletter states that in Wyoming and other parts of the West, education programmers were faced with long trails. Rea continued that programmers were also affected by the increase in the expense of energy; i.e., gas, electricity, oil, in the western states. According to Rea, Northwest Community College, Powell, Wyoming, was working towards full-time extension night class coordination that would allow the night student to work towards a two-year degree off campus.

In other areas of the country,this effort was repeated, stated Alan Hacket, Association Director of Continuing Education, Ohio State University. Hacket claimed OSU was changing their format to reach as many people as possible by including reduced fees for senior citizens, offering night courses, and increasing offerings of greater interest to adults.

In 1974 in Idaho, to increase facilitation and participation, the Continuing/ Community Education Program was returned to local institutions after seven years of being centrally located as an organization in the legislature.

According to an article in the MPAEA Newsletter, thousands in the Rocky Mountain area and throughout the nation were still participating in the "Great Decisions Program" under the guidance of a new director, Dr. Harold Josephson. This program was a study/discussion program designed to increase citizens' knowledge of and participation in United States foreign policy decisions. It was a nonpartisan educational activity of the Foreign Policy Association that offered a way to develop critical thinking. The Colorado program had dramatically increased

since its inception in 1960 to thousands of participants. In 1978, the topics of discussion in Colorado reflected the interest and concerns of adults nationwide. The topics included: human rights abroad, global power balance, changing middle east, dilemmas of world energy, international development, Japan and America, Canada, Mexico and the U.S., and the people and foreign policy.

Motivations of the adult learner in continuing education were discussed in an article written for the MPAEA Newsletter by the Office of Continuing Education, Idaho State University. The motivations listed suggest that adults learn what they feel a need to learn; adults want to be involved in the learning process; and adults want learning that focuses on realistic problem-solving experiences.

In his MPAEA president's message (1982), Jim Anderson, University of Wyoming, suggested that decreased federal money for all education programs including adult education and community education should be an opportunity to explore new avenues of funding and a chance to try new teaching methods and techniques. Anderson also suggested that less may be more in terms of what it may do to inspire adult and community educators in the mountain plains area.

Innovation/Creativity

Because there were many more adults wanting to learn, educators saw the need for better and new innovative programming that would attract and hold the interest of adults seeking education. Innovation in educational programming was not new in the 1970s. Gage (1975) wrote about the Nordic example of folk schools. The folk school offered a contrast to the traditional educational system

and has been a bastion of individual liberty and personal development. The idea initiated by folk school instruction was, however, innovative in the United States in the 1970s. Folk school instruction set out to improve independent thinking and critical judgment which should further interest in learning. Myles Horton incorporated the folk school idea into the Highlander School in Tennessee with the purpose of education for adults that would alter economic and political power relationships to the advantage of the poor and powerless (Day, 1991). The University of Wyoming has continued the tradition of folk school since 1991.

In the mountain plains region and throughout the United States, educators were trying new ideas and media to present courses to adults. McLane describes the University of Colorado's Vacation College, a program similar to Elderhostel, in the Journal (1978). Without age constraints, Vacation College was offered to children and adults of all ages. The program consisted of 14 two and a half hour classes in academic areas, instruction in four recreational areas and evening entertainment. According to McLane, colleges and universities offered prime locations and mechanisms for drawing people together to learn. She also noted that there were many benefits to the sponsoring agents as well. According to an article in a 1980 MPAEA Newsletter, Idaho State University's Continuing Education and Summer Session won the Western Association of Summer Session Administrator's Award for creative programming for ISU Vacation College.

Laramie County Community College, Wyoming, initiated a program for re-entry students. Parker and Boenisch (1977), counselors, described this four-phase

program in an article in the Journal. Evaluation of the program indicated it was a positive approach to re-orientation for adults to the formal educational process.

In other areas of the United States, similar continuing education activities were being tried. Nichols (1977) wrote about the recovery of the Kansas City Library through a new continuing education program initiated in an effort to combat changing urban situations, different library users and decreased funding. The career development program began with 42 staff members and intended that all employees would eventually be included—and then they would start over. As Nichols said,"the idea of starting over brings out a significant aspect of continuing education: it continues by evolving, developing, and reaching out, easing the strain of change."

An article in U.S. News and World Report (1977) described innovations at San Francisco's Golden Gate University, located near the city's financial district, where enrollment doubled by offering classes for professionals in business, public service and law. At the University of Kentucky, students 65 years of age and older were exempted from tuition fees. Also, Adelphi University on New York's Long Island offered courses to commuters on four railroad lines during rush hours with lectures and course work conducted in train cars, where about 125 students earned a master's degree in business administraton.

Toward the end of this time period the literature turned toward teleconferencing. According to Baltzer's article in the Journal (1982), distance learning had been increasing in popularity and demand, but there were still three



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problem areas in the field. The problems were choosing an alternative delivery system, what type of programming to use with the alternative delivery system and what was required to launch the system and keep it afloat. She divides delivery systems into six categories: broadcast delivery systems, copy delivery systems, print delivery systems, computer delivery systems, telephone delivery systems and satellite delivery systems.

"What do you do when you are faced with a population of 100,000 plus people, scattered over an 80,000 square mile region, who all require education?" This was the question asked by Helms in an article in the Journal (1980). This problem faced the Division of Extended Programs and Continuing Education at the University of Nevada-Reno but could have been voiced by any education administrator living in the mountain plains states. The article described the University of Nevada's modified telephone unit that connected 12 cities throughout Nevada for classes.

A similar situation faced Oklahoma County Library System and South Oklahoma City Junior College as they were confronted with the need to provide low-cost continuing education to the citizens of the Oklahoma City metropolitan area. Little and Richard (1977) wrote about the collaboration of a public library and a community college to produce Open Access Satellite Education Services (OASES) in Oklahoma. To start, the project was funded by a grant of $59,937 from the Fund for the Improvement of Post Secondary Education of the U.S. Department of Health, Education and Welfare. This project had three major intended

outcomes:

1. Increase continuing education service to populations currently unserved.
2. Encourage adults to make fuller use of existing educational opportunities.
3. Examine the potential of two education-oriented agencies working as partners to create a model of cooperative service.

Creativity can flourish and progress in adult education according to Owsley in an article in the MPAEA Newsletter (1981). She applied Martha Rogers' theory on aging to community educators. Another article in the same MPAEA Newsletter written by Breda Murphy Bova included Hull's 13 commandments for working with adults (Appendix E).

Outcomes of Adult Education in the Future, as outlined by the Futures Wrap-up Session held in Kansas City, Missouri, reported in the MPAEA Newsletter (1977) by Don Eden, ask for creativity, equity, and the need for setting goals.
The characteristics of adult education in the future listed as system goals:

1. will promote equity,
2. will permit individual self-determination and responsibility for setting individual educational goals,
3. will have directives/incentives to insure that priority areas will be addressed,
4. will assume that everyone is a legitimate learner,
5. will have the ability to allocate resources based on learner needs,
6. will provide for articulation between agencies/institutions/delivery

systems.

Outcomes of adult education in the future listed by Eden:

1. assume everyone has a right to a job and will help provide access,*
2. provide equitable opportunity and equal rewards for everyone,*
3. provide for the development of individual abilities,*
4. have maximum flexibility with individual life patterns (will include a comprehensive taxonomy of educational experiences),**
5. be non-centralized,**
6. provide for open-ended learning,**
7. provide individuals with greater competency in planning and evaluating their own learning,*
8. provide for interagency articulation.**

* Individual outcomes

** Institutional outcomes (or process)

The policy statements brought to the Kansas City Futures Session were intended to serve the future by establishing viable, realistic and humanistic ideals for the measurement of present and future program and/or legislative recommendations intended to meet the educational needs of adults in society.

Education for the Educator

The young teacher stepped up to the front of the classroom and discovered that about half of the students were nearly twice her age, the average being closer to 55 than 18 (Agee, 1975). According to Agee, her degree in education had not

prepared her for adult students. She goes on to say that by ignoring adults students, they were virtually excluding them. In an article in the MPAEA Newsletter (1981), Nelson claimed that universities were missing the mark in meeting the educational needs of the older student.

The decline in public school enrollment and the increase in adults seeking an education allowed a roll-over of many educators. Unfortunately, many times the assumption was that teaching adults was the same as teaching children (Knowles, 1984; Wendel, 1980). According to Wendel, in an article printed in the Journal, adults are different from children in many ways, which led to the following basic principles essential to effective learning:

1. The adult should be able to see immediate benefits from the learning experience.
2. The adult must want the instruction; he must be self-motivated.
3. The adult needs specific, concrete, practical, life-like learning situations.
4. The adult learns best through active participation in classroom activities.
5. The adult has experiences and interests to which new material should be related.
6. The adult requires subject matter adapted to his individual needs and capabilities.
7. As a voluntary, part-time student, the adult learns best in a supportive environment. Learning is more meaningful when adult interests are met by teachers who show personal interest in the learner.

8. A teacher should choose teaching methods that accommodate special adult interests.

Observation shows us that there are not enough teachers of adults, and experience tells us that many teachers of adults are not prepared for their jobs. The lack of training and part-time teaching often results in a lack of professionalization ( Houle, 1972). Russell Mawby, President of the W.K. Kellogg Foundation, pointed out the need for colleges to develop lifelong learning programs which reflect the changing society. Mawby's article in the MPAEA Newsletter (1976) presented six challenges to higher education:

1. Develop an institutional concept of lifelong learning.
2. Devise problem-oriented curricula.
3. Devise linkages between formal and informal teaching programs.
4. Develop cooperative institutional relationships to avoid duplication.
5. Identify target audience.
6. Make use of the new technology for teaching.

In an effort to insure competent instruction for adults, many adult education programs developed throughout the United States. Burke and Urban describe one such program at Laramie County Community College, Wyoming, in the Journal (1980). The article lists the requirements for entry into the program , the services provided by the program and an evaluation of the program by participants.

According to Houle (1970), many educators of adults learned almost entirely

by trial and error from a wide variety of sources—workshops, books, professional journals, meetings and observation. Black states in a Journal (1978) article that teacher training institutes were geared for public school teachers and did not cover the uniqueness of the adult learner. According to Black, an adult education internship program was developed in Idaho through a grant from the Public Works and Economic Development Act. One object of the program was to provide opportunities for interns to develop adult education teaching competencies.

An article in the Journal (Coy, 1978) described The Colorado Endorsement Model for Adult Educators which was sponsored by the Colorado Association for Continuing Adult Education (CACAE). A fifty-state survey of certification for adult education teachers, paraprofessionals, and administrators was conducted by the Basic Education and Reading Committee of the International Reading Association of Colorado. A summary of the survey showed that approximately 40 percent of the states have no centralized certification standards—most states use an elementary or secondary teaching license as the principle criterion—and some states were experimenting with the competency-based models which provided credit for experience-related events and in-service programs.

According to Coy, 120 adult educators spent one and a half days discussing the model and working in small groups to develop lists of competencies. Conclusions from the survey were:

1. Less dependence should be placed upon the ordinary teaching license.
2. Multiple diverse entry routes should be available for educators as

students.

3. Required course work should be pertinent and consistent.

4. Varying certification according to specific roles should be required.

5. Some form of demonstrated competence should be included.

6. Life certificates should be abolished and flexible standards for renewal established.

The University of New Mexico (Bowes, 1980) developed a five-year plan to improve the knowledge and skill of practicing adult education in New Mexico. According to Bowes, over 150 persons participated in 1979 in one or more of the lecture/seminar series which focused on the theme, "Issues/Trends and Strategies in Adult, Continuing Education." In 1980, the program was delivered in a week-long institute, and by 1981 the program had expanded into the lecture/seminar series plus two weekend sessions covering "Directions for the Decade: The Future of Adult/Continuing Education." Benefits of the program were a more informed cadre of professional adult educators in New Mexico and a new sense of professionalism, plus inter-institutional cooperation for continuing education of personnel.

An article in the MPAEA Newsletter (1973) by L.H. Curtis, president and general manager, KSL Incorporated, gave mountain plains educators something additional to consider. He stated that education had moved to "teaching" rather than "learning." According to Curtis,

utilitarian objectives are more and more superseding ideals based on a

spirituality of knowledge. Too much we are teaching people to do instead of to be. Or, to put it another way, we learn to EARN, instead of learning to LIVE. That is a terrible loss to mankind...we need to educate the HEART as well as CULTIVATE the MIND.

In the MPAEA Newsletter (1976), John Marvel, president of Adams State College, Colorado, challenged adult educators again. Marvel said adult education programs must serve the needs of fully-employed, successful business and professional people, the indigent, the unemployed, and the self-degrading individual. Programs must be interesting and attractive. They must be on and off campus. Marvel continued that leadership in adult education must be earned and leaders must bring new approaches to education. They must promote and administer cooperative field programs with public instructors, other institutions and communities. Adult educators are expected to be adept at involving members of supporting constituencies—politicians, community leaders, faculty—in the design of adult education.

New Directions for MPAEA

The literature in the collection indicates that MPAEA suffered the same struggle for respect and professionalism that was occurring throughout the field of adult education. Presidents, boards of directors and members worked to create new facets of the organization to combat the lack of enthusiasm that was pervading the organization.

The 1976 MPAEA conference incorporated the past-presidents' seminar in

which an evaluation of strength and weaknesses of the organization was created along with strategies for improvement. The strengths were:

1. We have an attractive, well-written professional type quarterly journal.
2. There is great strength in the cohesiveness and compatability of our members.
3. The seven states seem to have similar interests, problems, kinds of people, and geography.
4. A health swap-shop spirit exists among members.
5. MPAEA is in relatively good financial condition.
6. We have a strong national reputation and image.
7. Our leadership over the years has been strong and dedicated.

The weaknesses listed by the past-presidents included:

1. Inconsistency of newsletter—poor delivery system and lack of regularity.
2. Mobility of professional adult educators.
3. Lack of participation from administrative leaders such as deans, superintendents and presidents.

The past-presidents' seminar participants established the following list of strategies and activities as a recommendation to the organization:

1. Create an air of confidence.
2. Embrace new people and hold old ones.
3. Promote leaders from MPAEA for national leadership positions.
4. Investigate possibility of having an executive secretary to improve the

continuity and help give direction and concentration of effort.

5. Institute government relations committee and a political action program.

6. Improve communications.

7. Follow-up report to bosses; i.e., deans and superintendents.

8. Develop an exchange program with a core of local adult educators who could visit regional programs to provide evaluation and monitoring services.

9. Develop continuity in the field of adult education.

10. Sensitize people about the adult education profession and the process of lifelong learning.

11. Advocacy movement.

12. Generate a viable "Think-tank".

13. Recognize people who have long tenure in adult education.

14. Create emeritus memberships.

15. Coordinate adult education programs with other groups.

Many of the directives recommended by the past-presidents were brought to fruition. For example: constitutional amendments were made which would allow emeritus membership status to a retired person who has been an active member for five consecutive years and has retired. Another amendment to the constitution increased fees for the organization to: individuals- $5, schools - $25, libraries and organizations - $5, colleges and universities remained $25. The increase in fees helped maintain the solvency of the organization and allowed the

members to offer new scholarships and innovative grants. Additional constitutional amendments were made from 1969 through 1974 which would insure the political and gender correctness of the constitution.

The first recipient of the MPAEA Memorial Scholarship was Mary Jane Ferrill, Albuquerque, New Mexico, whose long term goal was to become a consultant in the areas of continuing education for health professionals, career mobility for nurses, and evaluation and research, especially in continuing education.

The first recipient of the Special Project Grant was the Colorado Association of Continuing and Adult Education. The proposal was written by Jim Kincaid, Shirley Brod, Rosie Casey, John Brennan, Joye Jensins-Coy, Lucy Stromquist, and Sig Johnson. It was a request for funding to disseminate information regarding the Competency-Based Peer Endorsement Model which originated in Colorado.

A special Commendation Award was presented to Frank Tanner, University of Wyoming, for outstanding service for several years as editor, first of the Newsletter and later the Journal.

The Journal (1977) published "The History of MPAEA" by Stella Oaks. Oaks recounted that being born is a difficult painful process even for an organization and that labor pains had to be induced several times to accomplish the birth of the infant MPAEA. Oaks credits Clarence Jayne with the medical and surgical assistance needed for the final push to the fledgling organization. This article was a reminder of the organization's accomplishments throughout the first 25 years.

To increase visibility of the organization, the Journal from 1973 to 1977 was

sent to the Library of Congress. A request from Luiz Antonio Gonsalves, Director, Biblioteca Central, Universidades Federal Da Paraiba, asking for copies of the Journal was honored, giving even more visibility to the organization. Dr. Paul Kipper's article in the MPAEA Newsletter (1978) indicated that the Journal was being sent to 18 libraries and 10 universities outside the MPAEA region, and to Puerto Rico, England, and Iran. As part of the 'new' look for MPAEA, the Journal got a make-over. A new cover logo and new text organization gave it a more professional appearance.

Attendants at the 1977 AEA/USA conference breakfast reported many encouraging comments about the professionalism of the Journal. Another encouraging result of the breakfast was an invitation extended to MPAEA to establish a better working relationship and greater communication between the two organizations.

In addition to the Newsletter and the Journal, members of the organization increased visibility through other publications. The Talant Bank was a publication initiated by Don Eden and Bob Cooley, Colorado, in 1982. It listed, state by state, all the members of the organization with their addresses, telephone numbers, and their topics of expertise.

To help the MPAEA Board of Directors give better direction to the organization and its members, Larry Wickham developed a handbook for board members.

Another publication in the collection is the National Advisory Council on Adult

Education, Mountain Plains Region State Demographic Data. The data presented about each of the mountain plains states included target populations, population information, educational information, adult basic education state information, correctional institution information, and income/occupation information. In his introduction and explanation, MPAEA member, Gary Eyre, Executive Director of the Council, stated that the purpose of the selected demography was to provide state-by-state data for the purpose of assessing enrollment compared to the general and target population, average pupil hours and cost factors, and students enrolled by race and ethnic groups..

According to an article in the MPAEA Newsletter (1977), other organizations were developing publications as well. AEA/USA published its first issue of Lifelong Learning: The Adult Years. Rosalind K. Loring, President of AEA/USA made the statement that the magazine would quickly establish itself as a useful tool for both the providers and consumers of lifelong learning.

Visibility increased even more in 1980 when Helen Huff, Boise State University, Virginia Ricard, Colorado State University, Brent Gublin, Utah Board of Education, and Roy Minnis, United States Office of Education, Region VIII, Denver, were selected along with six others from throughout the United States to accept an invitation from Dr. Helmuth Doliff, Secretary General of the Deutscher Volkschochschule Verbrand E.V., to reinstate the relationship between the German associations and the United States associations which had begun 20 years prior. The delegation from the U.S. studied programs in the states of Hesse,

Rhineland-Westphalia, Bavaria, and Schleswig-Holstein.

MPAEA conferences reflected many of the interests that were presented by other organizations. The 1978 Missouri Valley Adult Education Conference agenda sessions covered GED, competency based adult performance level, legislative update, and credit for experiences. The MPAEA Conference sessions for that same year covered competency based instruction, legislation and funding, geragogy and communication skills. The MPAEA Newsletter (1977) reported that the Adult Education Research Conference was held in Minneapolis. Open to anyone interested in adult education research, its purpose was to stimulate and improve research related to adult education by providing opportunities for researchers to interact with each other.

In 1982, the MPAEA Exchange Program (Appendix E) was developed to enable MPAEA members to visit other institutions where observation of adult and/or continuing education programs would serve as an excellent professional development and learning experience. The basis for this program was to involve institutions and individuals who would be willing and able to exchange individuals in like or similar jobs for a duration of time exceeding two weeks, normally 30 days. The MPAEA-VEC acted as a clearing house helping to place the right person in the right place at the right time. Individuals involved would continue to be in the employ of parent institutions while in the exchange program. Both institutions would be responsible for evaluation.

In her president's message (1981), Joyce Boswell included a list of 16 long-

range goals (Appendix E) for the organization. These goals asked the members to work toward a larger membership which would include the state of Montana. In 1982, Jim Anderson's president's message challenged MPAEA members to make a commitment to excellence and resolve to be the very best as an organization.

Summary

During the 1970s, adults even more increasingly than before turned to education for various reasons. Sharer observed in the Journal (1977) that of all living creatures, man alone has the power to change himself. Although lifelong learning has many uses, many approaches and many purposes, its most important purpose is to enable human beings to effect desirable changes in themselves, and thereby achieve their fullest potential as human beings.

Many authors urged state and federal education leaders to emphasize lifelong learning and make it possible for people who believed in the concept to experiment and innovate in the area. According to Cohen (1977), a nationwide program of lifelong learning could unleash vast resources which would increase the productivity, happiness, and creativity in the nation.

Educators struggled with inadequacies of instruction for adults and thus became lifelong learners themselves. MPAEA struggled as an organization along with members individually to create visibility and respect for adult education as a professional field of study.

In the MPAEA Newsletter (1982), Hughes claimed, "There can be only one goal of education, 'the betterment of humanity', and the individual is the one who

can make this come to pass."

1983 - 1995 The Maturity and Reflection Years

In a MPAEA Newsletter article, Ricard (1983) claimed adult education was entering an era where people were required to know more about that which would remain relevant for shorter periods of time. Because people live longer, the time-span of change is shorter than the 70+ years the average individual expected to live. Individuals must be prepared for a variety of life situations. Learning *how* to learn had become as important as *what* to learn. Population trends greatly increased the demand for adult education. Demographics showed that there was a larger population to serve and also that a larger portion of the population would be adults. For many, adult education held the key to a promising future. And, although public funds for adult education grew slowly, enrollment in the programs grew faster than the population (Best,Eberhard). Ricard urged program planners to utilize Cross' description of planning in which work, education, and leisure are concurrent, rather than alternating, throughout life.

According to Hart, in an MPAEA Newsletter article (1985), one of the most common pitfalls for teachers of adults was to expect and to demand too little of their students. Linenbrinck compares adult learners with athletes in the Olympics in her president's message (1984):

> Very often in literature, in drama, in the Bible, analogies are made with sports and what the person is accomplishing. This is no less true of

education. The potential of both the educators and the students is unlimited and thoroughly remarkable when it comes to learning.

William Hughes used a quote from Ambrose Bierce in his president's message (1983). Bierce defined education, in the Devil's Dictionary, as that which discloses to the wise and disguises from the foolish their lack of understanding. According to Bierce, all learners search for the truth that comes from knowledge—truth breaks various bonds and ties which hold people back from achieving their life goals and objectives. And so, as Ricard claimed, "In the future, if our desire for personal growth includes learning in formal settings, we must be prepared for changes. Even now the 'look' of our institutions of higher education is changing as we, the United States become a nation of adults."

New Frontiers

An article in the MPAEA Newsletter (1985) noted the increasing interdependence of the world. In every sphere of activity and at every level, the need for collaborative skills was becoming more and more pressing. Community educators played a critical role in disseminating these human relations skills in their roles as educational leaders, as coordinators and clearing-houses for community activities, as educators for lifelong learning. Advocacy for education was crucial, according to Secretary Bell at the National Forum on Excellence in Education (1983).

Hughes (1983) stated that continuing education had opened 'New Frontiers' for thousands of people. Individuals no longer needed to finish degrees as they left secondary education. They could come back later without social stigma. In an

article in the Journal (1983), Fuller states that institutions of higher learning had an obligation to see that students attain an acceptable level of performance and emphasis should be attached to the quality of instruction, not to the quantity of students served.

In an article in the MPAEA Newsletter (1990) taken from The Chronicle of Higher Education, Brademas spoke on adult education:

> Universities must treat adult education as a fundamental part of their mission. Lifelong learning is becoming, for most Americans, an imperative. Enrollments in adult education classes are increasing three times as fast as the U.S. population and represent the area of greatest growth in postsecondary education. Serving this large number of older, part-time students is the next frontier of American higher education.
>
> To meet the needs of adult learners, we who lead institutions of higher learning must direct more of our attention and resources to continuing education, and take seriously issues of institutional planning, responsible program development and recruitment of faculty members and administrators. At the core...must be the judgment that adult education is a legitimate academic undertaking, neither a 'cash cow' to fill campus coffers nor a marginal activity to be tolerated but not respected...
>
> First, continuing education must be viewed as integral to a university's mission. Second, institutions must embrace new formats for learning and new ways of measuring achievement. Third, college and university leaders

must attract adult education deans and directors of high quality. Fourth, universities should include as members of the faculty the scholar-practitioners who constitute most of the teachers in continuing education. Fifth, presidents and other academic leaders must resist the notion that they can buy continuing education on the cheap. Sixth, colleges and universities must encourage the promulgation of rigorous standards for continuing education programs.

Influence of Women

A 1985 MPAEA Newsletter published an article containing projections for higher education. According to the article, although the total number of students enrolled in higher education would not change dramatically by 1990, the national student profile was expected to change radically. The proportion of both female and part-time students should increase. The greatest expansion was expected in female part-time student enrollments, while the sharpest decline would probably be registered in the male full-time enrollments. By 1990, it was estimated that women would account for approximately 52 percent of all students.

Ricard (1983) claimed that in a sense, women were again pioneers. For women, in particular, the early tedious treks across the United States and the perils of the mountains or plains were challenges that had to be met. The coping skills of women who endured the journeys emerged successfully as they learned to create happiness in foreign environments. Ricard continued that transitions in the 80s may differ from those of the pioneer ancestors, but they remain just as real

and threatening to coping abilities. Modern "pioneers" must be able to identify or recognize the skills necessary for personal growth; to acquire or improve these skills and, most importantly, to use these skills in order to grow, Ricard concluded.

The deeply-rooted prejudice against serious education for women not only persisted throughout the nineteenth century, but in some ways became more firmly entrenched into the twentieth century. The prejudice rested upon two suppositions: first, that women were dangerous when educated—masculinized, immoral, pernicious; and second, that women were not capable of education beyond basic literacy and female "accomplishments". Or, as an early 20th Centruy American doctor put it, "Woman has a head almost too small for intellect but just big enough for love (Griffin, 1984)."

Griffin continued that the dangerous precedent, quality education for women on an equal basis to that of men, had its initial inception in the American West when Oberlin College admitted women to full status in 1833 and women began to demand their "right to learn." Griffin's article quoting Anna Brackett, predicted that "the irresistible force of the world movement cannot be checked."

Ricard continued that the world of learning no longer stands still long enough for others to assume for women what had again become a personal responsibility. Schools, colleges, universities or other formal learning settings could no longer be expected to "guide" women toward a destination but must serve as "guideposts" on the journey. An article in the MPAEA Newsletter (1985) stated that the percentage of female medical students in the United Stated had doubled

in the last decade, and women accounted for more than 25 percent of the graduating classes, according to the American Medical Association. Another article in the MPAEA Newsletter (1986) stated that the number of women college presidents had nearly doubled since 1975, according to the American Council on Education Office of Women in Higher Education. By 1990 (Tobias), women made up 50 percent of the population and 44 percent of the workforce.

Additional impact of women in education was felt at the legislative levels. According the the Legisletter (Eyre, 1989), there were 91.5 million American women who were eligible to vote, compared with 82.4 million eligible men voters. Women were 53 percent of the electorate and outnumbered men in all voting age groups except for 18 to 24 years of age, where the numbers were equal. Eyre estimated that in the 1986 elections, 4.5 million more women than men went to the polls and nine U.S. Senators and three governors owed their victories to the women's vote.

According to Eyre's Legisletter, the number of women in state legislatures had almost quadrupled since 1969. Since 1964 women have cast more ballots in presidential elections than men. In 1984, for the first time, a higher proportion of women than men voted. Women held 25, or 4.7 percent of the 535 seats in the US Congress. Pat Schroeder of Colorado represented the women of the MPAEA states.

Influence of Technology

The 1980s saw the beginning of a new wave of technology; the technology

of the computer; and the art of adapting it to make life better in all aspects. An article in a 1984 MPAEA Newsletter proclaimed that the computer should be viewed as a tool—not a product. Skills of adult learners should be analyzed and applied via training and education.

However, there were problems with computer assisted instruction for adults. Another article in the same Newsletter listed some of the roadblocks set up by adults educators:

1. Adult education is highly humanistic and process-oriented and many adult educators feel that microcomputers cannot aid in the development of human qualities and characteristics.
2. Adult educators see the computer as capable of providing solutions to problems, but not capable of assisting an individual in learning how to solve problems.
3. Adult education emphasizes goals and/or objectives that are internally derived. Computers are a form of instruction which is based on a behavioral approach.

Other areas of concern listed in the article addressed the limited amount of software available and the adult learner's attitude about instructional methods. Computers represented a threat to the security found in old lecture/discussion methods of teaching.

Dr. Jerold Apps, professor of education at the University of Wisconsin-Madison, discussed the new educational context: demands, technology, and the

learning society at the annual MPAEA conference in 1991. Apps pointed out that a new paradigm of education was beginning to emerge and was impacting adult and continuing education. According to Apps, the new definition of education consisted of the following considerations: what is taught, organization of content, purpose of education, teaching sites, and relationships among providers. A definition of what learning is, was proposed by Apps as developing personal meaning to the information glut and "getting to the heart of what it means to be human."

Apps suggested lifelong learning skills should cover the whole picture, develop critical thinking, create self-assessment of learning, mandate taking charge of learning, encourage cooperative learning and influence beliefs and values. Goals of leadership in adult education, as articulated by Apps at the conference, were:

- Shared power-span of support
- Social awareness
- Collaboration
- Constant renewal-individual and organizational
- Applaud diversity
- Develop collective spirit
- Emphasize quality

Apps' list of functions for leaders in adult education included making and communicating "vision", embracing ambiguity, applauding serendipity, encouraging

artistry, accepting discomfort, reflecting and learning from experience and appreciating humor... "lighten up."

During the 1980s, colleges and universities began focusing their energies and resources on offering courses and programs at sites other than those traditionally defined by campus walls (Miller, Husmann). According to McHenry and Bozik (1995), distance learning through new technology is raising both opportunities and concerns. The United States Congress Office of Technology Assessment (1989) reported that virtually every state that was interested in using telecommunications to serve education was actively planning for distance education and was already administering a statewide plan or had local distance learning projects in place. Effective instruction via distance learning had become a concern according to an article in the Journal by Miller and Husmann (1994). These authors quoted Cangelosi's (1992) three criteria needed for effective instruction: teaching competence, teaching performance, and student outcomes.

Distance learning extended far beyond the mountain states region. An article in the Journal (1985) by Robert Wendel described the first open university in Southeast Asia. According to Wendel, Thailand was a thriving democracy faced with growing pressure to provide more extensive public and adult education for its expanding population. Economically the country was experiencing steady improvement in business, industry and commercial development, resulting in increased competency requirements for employees. Wendel noted that Sukhothai Thammathirrat Open University was one institution initiating innovative

approaches to distance learning for adults in a country whose expanding population put great demands on adult educators.

Influence of Business and industry

According to a 1984 report of the National Advisory Council on Continuing Education, one hundred million Americans were employed that year—a record number. The article stated that 60 percent of them were between the ages of 25 and 54, and that age bracket would increase to 70 percent by 1990. These trends were changing American higher education yet again. In 1980, the average age of students on campus was over thirty years of age. This influx of older students influenced continuing education in that the American workforce was reaching record levels of educational achievement.

An article in the MPAEA Newsletter (1990) stated that the demands for a well trained workforce were never more obvious. According to the article, the Boise Cascade Container Division in Burley, Idaho, had invested considerable time in the training of its workforce in an attempt to gain a share of the business market. This training was the result of an upward customer-oriented demand to intensify and document quality controls in the manufacturing process. The interest to further their education did not stop with one class. Workplace literacy grants for basic math and reading were obtained through the College of Southern Idaho in Twin Falls. According to this article, business and education must be dynamic in making the necessary adjustments for a thriving economy; business and industry must rely on a changing educational environment for continual market growth.

According to the report of the National Advisory Council (1984), dislocated workers, separated from employment because of industrial advancements, plant closures or relocation, and outdated skills, was a critical problem. In his 1985 president's message, Osborn stated, "Adult and continuing educators have the most important role in the 'Reform Movement'; that providing the training for displaced workers is the most important thing educators will be doing in the years ahead."

MPAEA frontiers.

An article in a 1986 MPAEA Newsletter indicated that Eastern Wyoming College was the recipient of a grant in 1985 from the Charles Stewart Mott Foundation to become a Center for Community Education in Wyoming. The purpose of the Center was to provide leadership in the development of community education in Wyoming, particularly as it relates to training and communication.

According to Rita Apodaca in the MPAEA Newsletter (1988), two longtime MPAEA goals were achieved during the year. One of those was the production of a quality, updated video on MPAEA by Kevin Kirk. Another longtime MPAEA goal was realized when the Montana Adult and Community Education Association (MAACE) reached its decision to affiliate with MPAEA. This affiliation was formalized at the annual MPAEA conference in Jackson, Wyoming, in 1988. This literally established new frontiers within the mountain plains area, and the dream of the region reaching from border to border became a reality. The first board

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members from Montana were Linda Hoines and Mike Joyce. The board stated that members of the Montana State Association would be given credit for their membership years toward MPAEA privileges such as emeritus status.

Also in 1988, a marketing plan was submitted to the board of directors from Helen Nolte, Nevada. The goals of the marketing plan were to make MPAEA a larger, more effective professional organization by retaining present members and recruiting new ones. Nolte's objectives were developed to enhance the image of MPAEA and broaden the visibility of the organization. She also called for a strengthening of the organizational power which would improve the quality of services provided to members. As a result of this marketing plan, recommendations were generated and presented to the association by the Marketing Committee (Appendix F).

According to a MPAEA Newsletter article in January of 1988, the University of Phoenix began a new Master's program in Adult Education. The program was designed to meet the needs of individuals currently working full-time, who might be unable to complete course work in a traditional manner. The courses were offered sequentially rather than concurrently, and were also held on weekends.

New frontiers are not ever established without some pain and suffering. Teigeler's editorial in the MPAEA Newsletter (1986) uses the Space Shuttle Challenger astronauts as an example of "paying the price" as a necessary prerequisite for learning. According to Teigeler, the seven brave Space Shuttle astronauts paid the ultimate price for their learning adventure. They gave their

lives so that new, unexplored frontiers could be challenged and dissected for the purpose of greater understanding and an expanded knowledge base for mankind. Teigeler suggested that we must continue to sacrifice in our own individual way to advance the causes we believe in and support. He urged that MPAEA also faced new challenges requiring patience, endurance and a vision that mankind will somehow be better because of individual efforts and the efforts of the organization. And for the future, there will be many challenges, not the least of which is that of networking on every level to meet some of the pressing problems of our society—social, economic, educational, and political—with positive resolve (Linenbrinck, 1985).

The average college student was getting older, not younger. Teachers and administrators in higher education were challenged to recommit themselves to understanding adult learners and to developing programs that truly would meet their needs.

Wholeness of learning

Nel wrote in a Journal (1985) article that adult education, in the minds of many adult educators, starts from the premise that "life" and "education" are synonymous terms. Nel's article centers on the major theme of Edward C. Lindeman that the whole of life is learning, and that education has no ending. Linenbrinck's thoughts toward the wholeness with which education should be approached—that every event in our social, economic, political, cultural, religious or educational lives is inter-related—was brought out in an article in a 1984 MPAEA

Newsletter. Linenbrinck's philosophy was that life is one whole fabric, sometimes a bit tattered by some happenings in our lives, but potentially mendable. She stated that our role as adult educators is to be sensitive to that wholeness of life in all our contacts. Linenbrinck emphasized that, clearly, adult education has the capacity to transform individual lives.

A philosophy of adult education developed by Horino was printed in the MPAEA Newsletter (1984). Horino's philosophy had four components:

1. Quality teaching and personal motivation increase permanency of learning.

2. Failure to learn can be as much a reflection on the teacher as it is on the learner.

3. Students/learners have a right to understand a 'quality product' and need to be educated concerning what they should expect to receive as well as their responsibility in creating a 'quality process'.

4. An educator cannot force or make anyone learn anything but can only create conditions that are as conducive to learning as possible.

The MPAEA collection contains a publication by Career Connections which incorporates several elements in a flexible program designed to meet the unique needs of adult learners which include:

-integrate personal and career goal setting

-assess unique resources, skills and learning style

-identify key learning resources to support goals

-inhance initial skill building in preferred areas

-develop a focused action plan to achieve goals

-network with key contact people to address interests

"Career education increases people's awareness of options available as well as enhances self-esteem," Gail Pickle told MPAEA members at the annual conference in 1986. Pickle claimed that with improved self-esteem, people will begin to see that job creativity is possible. She continued that jobs will require ever increased career awareness and training and people will need to be retrained to keep up with the increased technological society.

A 1985 MPAEA Newsletter article published the results of a survey in which adults were asked to indicate their need for help in the areas of life skills development, career development, educational planning, and associations with others. The composite summary of the survey lists the top ten needs as follows:

1. Developing speaking ability.
2. Increasing skills in mathematics.
3. Increasing reading speed.
4. Improving study skills and habits.
5. Learning about job opportunities.
6. Learning how to handle pressure.
7. Identifying strengths and abilities.
8. Learning to take tests better.
9. Learning how to make better decisions.

10. Learning what jobs are available near home.

These findings have clear programming implications for a variety of student service offices on campuses.

Leslie Charles' keynote address at the 1988 MPAEA conference addressed the adult educator/learner. Charles stated that it is not enough to be aware and to have a positive attitude; you need to take action. She continued that the future is in the hands of educators and learners and it is being shaped every day by what they choose to think and do. Charles added that adult and continuing education continues to change and that the 1990s will require creativity and flexibility to deal with changing values, marginally skilled students, altered work structures, a competitive job market and a growing foreign population.

Ron Gross spoke to conference participants in Boulder, Colorado, in 1989 about using individual learning styles to develop a greater self-esteem in adult learners. According to Gross, a person learns best when most active mentally and/or physically. He suggested that each person should make his/her own decisions about what, how ,when, where, and why learning occurs. Gross also suggested that individuals should use learning as a lever for lifechange. Regarding lifelong learning, Gross said, "learning is our destiny".

Dr. John A. Caserta's capstone address to the 1991 MPAEA conference in Idaho began with an important emergence of the concept that adult educators need to teach people HOW TO LIVE as well as HOW TO EARN A LIVING. Dr. James Jelinek made a strong plea for "humanizing" education and Apps echoed the need

to empower the people to take control of their lives through a process of education that integrates knowledge and the academic disciplines.

The MPAEA Newsletter (1991) pointed out the importance of building self-esteem in the adult learner. The article in the Newsletter, recapping the 1991 MPAEA conference, written by Marjorie Slotten, recounted Idaho Attorney General Larry EchoHawk's address at the conference which pointed out that in building self-esteem in adult learners, we build our own self-esteem. Everyone who attended was proud of being an adult educator after hearing EchoHawk speak of the impact of education upon his life and that of his family.

Linenbrink's vivid description of the poor self-concept one derives when one cannot read was published in the 1991 MPAEA Newsletter also. She was equally apt in the description of the increased self-esteem adult educators enjoy when they have accomplished with their adult students what some other teacher has failed to do.

Eyre cautioned at a conference presentation that adult educators should not get so caught up in helping others that they take away from their own commitment to personal and professional growth as well as their need for periodic self-renewal; they cannot do a job for somebody else if they are unable to strike a balance between their spiritual, mental, physical, emotional and social needs.

Increased Literacy

Despite national statistics that demonstrate a steady decline in literacy since World War II, illiteracy remained a prevalent and growing problem according to

Wendel in an article in the Journal (1983). Wendel cited the 1975 Adult Performance Level Study which showed that twenty percent of the American adult population lacked the skills necessary to survive in modern American society.

A 1985 MPAEA Newsletter article reprinted information from the Library of Congress which stated that one American adult in eight could not read books and one in two did not. The Library of Congress called for an effort to wipe out illiteracy in this country over the next four years. According to the article, the Congress labeled as twin menaces both illiteracy—the inability to read—and "aliteracy"—the lack of will to read by those who are able. The Congress further reported that 40 percent of students 17 years of age could not draw inferences from written material and only one-fifth of them could write a persuasive essay.

An article in the MPAEA Newsletter (1986) informed readers that many nontraditional students who enter colleges' and universities' open doors bring with them a history of failing to control the outcomes of their lives, both in and out of the classroom. A major point made in the article by Roueche and Mink is that with students where learned helplessness is operational, the locus of control is external. The authors insist that the first order of business for all who work with literacy programs should be to help adult learners find the "Stradivarius" within themselves— to empower them, to help them develop images of ultimate possibility, and to lead them to discover the magic and power of genesis.

Teigeler stated in a MPAEA Newsletter article (1989) that the trend toward illiteracy was universal and the consequences frightening. He claimed the distance

continued to widen between the needs of our computerized information/service-oriented society and those individuals who "drop out or stop out". Teigeler continued that countless individuals resign themselves to minimum wage jobs to support their families, minimum wage meaning a "minimum" rather than "average" lifestyle. The result is the growth of the illiterate population and with it the escalation of crime, poverty, broken families and a lower standard of living.

The MPAEA Newsletter (1985) reported on a nationwide survey conducted by the American Council on Education's Office of Educational Credit and Credentials. The survey reported that more than 90 percent of employers say they place 'major to moderate' emphasis on education. The focus of the survey was to gauge employer emphasis on educational credentials and to see whether employers made a distinction between a traditional high school diploma, a high school Graduate Equivalency Diploma ( GED) or alternative degree program certificates in hiring and promotion.

Graduate Equivalency Diploma

According to an article in the MPAEA Newsletter (1986), about 775,000 adults took the GED tests annually during the 80s, and about 500,000 of them passed and earned the equivalency credential on the basis of their GED test scores. These half million adults represent approximately 15 percent of all the persons who earn high school credentials in the United States each year. Other items of note listed in the MPAEA Newsletter article (1987) were:

-72 percent of 465,000 people earned a score that qualified them for their

state's high school diploma

-there are 3,300 testing sites in North America

-average age of 1985 examinees was 25.9 years

-approximately 32 percent of the examinees were 19 or younger and 41 percent were between 20-29 years of age

-more than 50 percent of the examinees reported that they were planning to continue their education or training beyond the high school level

-37,000 people took the GED in Spanish, only 1,800 took the GED in French

In "Notes from the President" in the MPAEA Newsletter, Eyre (1992) stated that in 1991, 450,000 adults received their GED credential in the United States. The MPAEA demographic study indicates 27,040 GED's were issued in the eight states in 1990. The total population of the MPAEA states was 12,328,000. In a study comparing the GED test performance of graduating high school seniors with that of GED graduates, GED graduates (as a group) outperformed graduating seniors in 18 of 22 content areas contained in the GED battery.

A national survey of United States colleges and universities published in the MPAEA Newsletter (1988) revealed that about 120,000 freshmen were admitted in Fall, 1984, on the basis of GED scores. Enrollments by GED graduates were proportionally more frequent at public institutions and two-year colleges, but GED graduates attended all types and levels of institutions. Students with satisfactory GED scores were considered for admission, the survey found, at 92 percent of the nation's colleges. These results are part of the first comprehensive national

survey of college admission and credit-granting policies for adult learners. Data provided by the 1980 U.S. Census Business Council for Effective Literacy provided an article in a 1986 MPAEA Newsletter which presented facts regarding literacy and the costs to the United States (Appendix F).

Another article submitted by Montana in the same Newsletter described an innovative program. In January, 1988, the Billings Adult Education Center started their GED-ON-TV study series for the second year. The 1988 GED-ON-TV attracted viewers in a 150 mile radius from Billings, including the population of northern Wyoming. The viewing area included a total population of about 160,000 possible viewers.

An article in a 1985 MPAEA Newsletter stated that the new GED test would emphasize higher level skills than the current test. The skills in the new test involve a 'process discipline' rather than a 'fact discipline'. Dr. Michael Tomlin believes that the 1990s may be a new era for the GED (Journal, 1994). Tomlin states that increased pressures on school boards to grant exceptions and lower the testing age, coupled with national efforts at school reform and school choice, along with the rising tide of home schooling, all spell a new and different role for the GED test.

Other literacy facts

Adult basic skill provision takes place in a wide variety of settings including community colleges, adult education institutes, and voluntary bodies and charities (Limage, 1990). Workplace literacy programs are also developed in commercial and

industrial firms.

An article published in the Los Angeles Times, and reprinted in the MPAEA Newsletter (1987) regarding a California study, indicated that more than half of the state aid recipients lacked basic skills to enable them to obtain and keep employment. This study was believed to be the most extensive testing of welfare recipients in the nation. It revealed that 57 percent of the welfare recipients needed remedial education before training. From this study, the Workfare for Greater Avenues of Independence (GAIN) was developed.

An article in the Journal (Ramakka, Peltier, Luft, 1995) stated that our changing economy has placed demands on the current workforce to adapt to new procedures and increase productivity which has created a "skills gap." The article described a masterplan for the state of Nevada developed by the Governor's Literacy Coalition Advisory Council. The plan approached literacy from several perspectives and included increased involvement with employers to support workplace literacy education. Macedo (1993) stated that literacy programs should be linked with economic priorities. He continued that they must impart not only reading and writing, but also professional and technical knowledge, thereby leading to a fuller participation of adults in economic life.

In May of 1991, according to the MPAEA Newsletter, Arapahoe Community College, (ACC) Colorado, and four small manufacturing businesses received a U.S. Department of Education workplace literacy grant to fund a Workplace Education Project (WEP). The project's purpose was to establish customized, on-site learning

programs for company employees. The unique aspect of the WEP program with ACC is the utilization of computers as a tool for instruction. The challenge for workplace programs was to be clearly fixed in the present—to help the workforce develop new and higher levels of basic skills required in the workplace—while still looking to the future to help the workforce also develop those skills required for continued change.

An article by Phylis Dillard in a 1987 MPAEA Newsletter pointed out that in West Virginia, a voluntary contribution to the Adult Literacy Fund was considered a valuable new weapon to combat the reduction of federal funds and direct contributions.

The Legisletter (Eyre, 1992) listed a bill authored by Senator Jeff Bingaman to help Hispanics, Native Americans, and other minorities across the country become literate in English. Eyre stated that the bill was passed by both houses of Congress and was headed for the President's desk. The measure was entitled "The English Proficiency Act" and was part of the Omnibus Elementary and Secondary Education Improvement Act. The bill introduced by Bingaman established English literacy programs in the Department of Education for adults of limited English proficiency. The bill called for more effective use of existing resources within the Department to lower the high levels of illiteracy among Americans. It also called for the establishment of a clearinghouse to gather and disseminate information about effective ways for teaching English to those with limited proficiency.

In 1992, according to the Legisletter, the Congressional Task Force on Illiteracy was becoming increasingly more vocal and involved with the issues of adult literacy. Pointing to the need for the federal government to take up the fight against illiteracy, the task force vowed to make the problem a major priority in the next session of Congress. The task force held a series of hearings across the country over the next two yeas, culminating with the recommendation of a "major program" to battle illiteracy.

Legislation

According to the Legisletter, the members of the 1986 summer board meeting of the MPAEA legislative committee clarified their mission and identified the following plan of action: "It is the primary purpose of the MPAEA legislative committee to participate in the process of education and sensitization of lawmakers and the association membership about the needs and trends related to adult education."

The committee used the following as a means of informing the MPAEA membership about federal and state adult education related legislation:

1. A separate pull-out included with subsequent mailings of the MPAEA Newsletter.
2. U.S. Legislators from each of the mountain plains states received a letter outlining the membership and purpose of MPAEA along with the name and address of the legislative committee member from his/her home state.
3. Protocol in making contacts with legislators; how to write congressmen,

how to follow-up, how to lobby, etc., made available to all members of MPAEA.

Eyre's Legisletter (1988) states that in the seven states of MPAEA (before the addition of Montana), there were 14 U.S. Senators, 22 U.S. Representatives, the Governors, and 699 members in the Legislatures. Eyre felt that with over 400 members in MPAEA, a strong case could continue to be made for adult education. Eyre suggested that Congress would come to grips with the reauthorization of the Adult Education Act. He described the bill as the HR 5 Omnibus Education legislation which contained adult education and an elementary and secondary education provision. In the Senate, adult education was contained in bill number S. 373. The Senate bill was referred to as the Robert T. Stafford Elementary and Secondary Education Improvement Act. Eyre also listed several concerns regarding legislation funding for adult education (Appendix F).

A 1991 conference presentation by Eyre and Teigeler stressed that adult educators have to become politically active and politically skillful. At the same conference, Gloria Gregg pointed out that leaders don't appear by magic and that we need to develop new leaders within our own institutions and within our communities if we are going to successfully politically combat the problems that lie ahead for education.

The MPAEA Newsletter (1986) published a report on the Community Education Day Bill. In Congress, 62 members of the U.S. House of Representatives and 17 U.S. Senators signed as co-sponsors of a joint congressional resolution

that would designate Tuesday, November 18, 1986, as National Community Education Day. Carole Warren, National Community Education Association's (NCEA) coordinator of Community Education Day, urged all community educators to contact representatives and senators from their districts and states requesting co-sponsorship of House Joint Resolution 583 and Senate Joint Resolution 338.

The July, 1988, Legisletter presented information about a multi-billion dollar education bill passed by Congress that would expand federal programs for elementary and secondary students and adults. The new legislation was cited as Public Law 100-97. The bill, referred to as the Hawkins-Stafford School Improvement Act, renewed the Adult Education Act for four years. The student school dropout area presented in the bill was of particular interest to adult basic education and GED providers because of the alarming dropout rates released by the U.S. Department of Education in1988. The new omnibus education bill included in the Adult Education Act covered:

1. Four-year state plan.
2. Gradually increased state matches.
3. Section 310 concepts.
4. Secretary's discretionary fund.
5. Five percent State Administrative Cap beginning FY 1992.
6. Five percent cap on local administrative costs.
7. Ten percent set aside for institutionalized persons.
8. Maintenance of effort continuance.

9. Workplace literacy component.

10. National Advisory Council abolished.

The funding for the Adult Education Act beginning July 1, 1988, was $134 million.

Collaboration

It has been an encouraging sign that throughout America, people in local communities are demanding a type of educational leadership that will assist them in the solution of local problems. This demand has attracted widespread attention not only from universities, but from virtually every other kind of public agency and from all levels of political organization, including the United Nations which now has a special educational unit known as the Department of Community Development (Rohfeld, 1992).

In 1988 at the American Adult and Continuing Education Conference, according to an article in the MPAEA Newsletter, nearly 2000 adult educators convened in Tulsa, Oklahoma, to hear Malcom Knowles, Alan Knox, Stephen Brookfield, Jack Mexorow and many other prominent leaders in the field. The conference was the largest gathering of those in the field of adult and continuing education yet held. Educators were drawn together to collaborate on how adult learners could contribute to the economic development of the nation through personal growth.

The need to substitute collaboration for competition was the theme of a presentation by Lynn Leonard and Margaret Phelps of Pocatello, Idaho, at the 1991 MPAEA conference. "They experienced the 'discomfort' that tomorrow's

leaders have to be willing to accept in order to achieve educational leadership," indicated Apps, in his keynote address at the same conference. Leonard and Phelps stated that they had to overcome their feelings of 'territoriality' and mistrust, but in doing so, they found their new rocky path mutually profitable.

In the MPAEA Newsletter (1984), Marvin Eld reported on the three-institution educational consortium of which the University of Idaho, Idaho Falls Center for Higher Education, was a participant. The University of Idaho, Idaho State University and Ricks College/BYU were the members of the consortium which supplied the adult education program to the Idaho Falls community. According to Eld, this program had an annual enrollment of about 2,000 night class students taking approximately 250 courses per year. A non-tax based program, the funding is from student fees and local industry, especially the Department Of Energy. According to Eld, the consortium arrangement encourages utilization of the best resources from each program. He stated that the Idaho Falls program focuses on the best way to meet the community student needs of completing an educational program.

An article in the MPAEA Newsletter (1988) described an alliance between Wyoming Law Enforcement and Eastern Wyoming College which would open the door for law enforcement officers to earn college degrees through continuing education. "I think it's a great thing," said Ernie Johnson, director of the Law Enforcement Academy. "I can perceive a dramatic impact on the educational level of my officers. It will give them an opportunity to earn an AA degree, and it will

give more officers an incentive to go back to college to finish up their degrees." Johnson said he usually runs about 75 officers through the basic course and another 1,500 officers through specialized schools throughout a year.

An article in the MPAEA Newsletter (1988) revealed that the Havre Public Schools, Montana, were named as a winner in a national contest on promoting adult education. The national contest was sponsored by the Learning Resources Network (LERN), an international organization in adult learning. The winning entry submitted by Maureen Bolan, "Calling Cards for ABE," received first place and a $250 cash prize. The entry, along with 75 others, was also being published as a manual on recruiting adult education students. "Promoting adult education is a top priority for society," noted William A. Draves, Executive Director of LERN, in announcing the award. "This entry was chosen for its originality and ability to be replicated by other adult education programs around the country."

In Wyoming one can ask, "How rural is rural?", according to an article in a 1988 MPAEA Newsletter. The article presents the challenge to librarians in Wyoming to serve small and scattered populations over great distances. ICLIS was a four-year project funded by the W.K. Kellogg Foundation to provide rural residents access to the same information and educational opportunities as urban dwellers, through both traditional methods and innovative technologies.

An impressive partnership, The Digital Equipment Project, was listed in the MPAEA Newsletter (1990). According to the article, Digital Equipment Corporation, in cooperation with Glendale Community College and Rio Salada Community College

in metropolitan Phoenix, Arizona, piloted a workplace literacy project. Begun in the summer of 1987, the project had three phases:

1. Conduct a needs assessment.
2. Develop basic literacy skills and English as a Second Language curriculum.
3. Provide delivery of instruction

Also in Arizona, according to the MPAEA Newsletter, the Supreme Court in 1987 entered into a partnership with IBM to purchase P.A.L.S. labs for the Juvenile and Adult Probation Departments to combat illiteracy. The success of these labs was attributed to community partnerships. One lab was housed at the Literacy Volunteers of America's office; the second lab at a community college; and the third lab was located at a community center.

Partnerships with business and industry are an important part of the adult education "business" said an article in the MPAEA Newsletter (1990). Doña Ana Branch Community College of New Mexico State University scheduled a course in AUTOCAD training intended for the general public. Drafters employed by Lockheed heard about the class and filled all the spaces. According to the article, Lockheed was so pleased with the results of the training, they contracted with Doña Ana to present the course, customized for their needs, to all their engineers and drafters who use a CAD station. Economic developers stressed the importance of an educational institution in a community, particularly one which can respond quickly to expressed needs of business and industry as well as the public.

An article in the Newsletter commended Dr. Gerald Beck's commitment to

building a marriage between technology and the teacher-student classroom environment. Beck was willing to put his money where his mouth was in developing a telecommunications system that would stress the interactive teacher-student relationship. Because of the initiative by Beck, the College of Southern Idaho, Boise State University and Idaho State University all participate in distance learning programs through interactive video designed for nurses, business students and arts and sciences students.

Steps toward the future

By the year 2000, we may expect the largest group in our nation to be 30 to 44 years of age with increasing numbers of persons 45 to 64 years of age, it was reported in an article in a 1983 MPAEA Newsletter. According to the article, recent growth in participation by women had been considered spectacular even compared to 1978 when an increase of fifteen percent was noted for women as contrasted with a two percent decrease in participation by men.

Best and Eberhard (1990) claimed that Blacks and Hispanics would increase from 10.9 percent of the population over age 16 in 1970 to 15.7 percent by 2000. These authors also listed the growth of groups such as single-parent families, disabled adults, prison populations, and adults with health-education needs as contributing to the increasing demands on adult education. They claimed that the future clientele of adult education was set and predictable. Best and Eberhard claimed clientele would be diverse, and there would be a much larger number of persons placing ever greater demands on providers of adult instruction.

An insert in the MPAEA Newsletter (1987) listed some facts from the Adult Education News in Wyoming. These facts include:

1. By 1990 there will be 1.5 million fewer youths in the 16-24 cohort. At the same time, 63 million people, or one-third of the population will be in the 24-45 age category—the primary learning years for adults.

2. The National Center for Education Statistics (NCES) reports that more than five million adults are now enrolled in degree-credit programs. However, another 46 million adults are being educated by other service providers.

3. Business and industry spend between $30 to $40 billion annually on education and training of adults.

NCES also reported that by 1992, the proportion of college students under 25 will drop from 61 percent to 51.3 percent and the percentage of full-time students will drop to 52.1 percent.

An article reprinted in the MPAEA Newsletter (1989), quoting Dr. James W. Botkin, a member of the prestigious Club of Rome, suggested that traditional learning will be obsolete in the year 2020. The article quoted Botkin:

> Educational processes will have to be revamped to cope with the proliferation of data in an information-intensive world. That shift will be to a lifetime of learning, rather than on 'knowing'. There will be new, more flexible and responsive 'corporate classrooms' in the workplace of the 21st Century. It is a little known fact that U.S. corporations currently spend

more money educating employees than is spent by all United States colleges and universities combined.

An article provided by the University of Missouri-St. Louis through the Internet (1996) provided information regarding the employment of adult educators in relationship to the demand. According to this article, adult educators held about 540,000 jobs in 1992. About four out of ten taught part-time; however, many of them held other jobs, in many cases doing work related to the subject they taught. The article also stated that adult educators were employed by various agencies which included public school systems, community and junior colleges, universities, businesses and industry, as well as organizations, labor unions and religious affiliations. Most states and the District of Columbia required adult basic educators to have a bachelor's degree from an approved teacher training program, and some required adult education certification.

Many demographic factors in adult education in the mountain plains region can be found in a book compiled by Dr. James Jelinek and published by Mountain Plains Adult Education Association. Dr. Jelinek's book, Demographic Factors in Adult and Continuing Education, is a portrayal of social reality—the good, the bad, the beautiful and the ugly—in the mountain plains states. Jelinek's book identifies more than one million demographic factors in four broad areas; areas the famous historian Charles A. Beard used to call hotbeds of fire—economics, politics, religion, and sex.

Dr. Paul Larson's article in the Journal (1991) attributed the increase in adult

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education demands on the disappearance of many jobs due to technology which require retraining of personnel. Larson stated that change will necessitate high quality adult education programs to lead the way in the United States. He listed five trends for the future:

1. Literacy - one-fifth of the adult population is illiterate and another one-fifth of the adult population is only marginally literate, which will necessitate continued adult basic education.

2. Displaced workers and retraining - retraining will be needed every five to eight years regardless of whether workers stay in existing jobs or change careers.

3. Technology in relation to teaching and learning - the educator's role is likely to change to become a manager of software and hardware.

4. Leisure education - a shorter work week and an increased number of retired persons necessitate programming so people can use leisure time in a constructive manner.

5. Business and industry - Business and industry will become major employers of adult educators, spending in excess of $80 billion per year on continuing education. (Note the difference in amount from Adult Education News)

Larson continued with some prescriptions for the future:

1. Institute a management or administrative structure which causes and/or enables change.

2. Launch a customer revolution creating total customer responsiveness.

3. Launch a quality revolution and involve the work force as the prime source to add value or enhance any process.

4. Change from a market-sharing mentality to market-creating focus.

In the presidents' and affiliates' institute report (1992), Eyre claimed that adult and continuing educators could not afford to do business as usual with techniques that are two decades old. According to Eyre, educators must identify the social issues and ask the question what is the role and responsibility, if any, for adult and continuing education. Eyre urged that each of us could quickly make a list that might include:

-Workplace/Workforce education

-Social unrest

-Voter apathy

-Service providers

-Earlier Retirements

-American 2000

-Higher education cuts and continuing education

-Political activism

-International trade

-Grant writing

-Integrated Learning Systems

-Mandated education

An article in the MPAEA Newsletter (1983) listed five skills that appear essential if we are to achieve personal growth. These skills include the following abilities: to accept responsibility for our own learning, to identify and use the resources around us, to distinguish between thinking, feeling and doing, to remain flexible and to self-evaluate. An article from the Learning Connection and reprinted in the MPAEA Newsletter (1983) confirms this idea. In part the article stated that various forces affect the future of adult learning. Futurists listed some of them as:

-The changing nature of the family, with frequent changes in occupations and in marriage partners

-Changing personal and cultural values

-Changes in communications

-New and emerging fields of knowledge, often combinations of existing disciplines: Electronic technology—computers and data systems

-The ability to modify physiology

-The extension of the time and space dimension

-Deeper awareness of what it means to be educated

-Pressures on society from rapid change, causing people to look for solutions to society's problems in adult learning

-Greater knowledge of how we learn

-The fragile economic environment

According to the article, another futurist goes on to say:

> Not only is change faster than in the past, but stakes are much higher with the possibility of nuclear annihilation and famine and disease on a global scale. But there is an awakening of consciousness that people can change the future, that they can take responsibility for changes in society. As adult educators we can make a springtime of hope.

According to John Naisbitt in an article in the Journal (1983), the U.S. was engulfed by a "parenthesis society". Naisbitt stated that society was in the process of moving from an industrial-based to an information-based society and was "caught between eras". Naisbitt continued that actions of educators in this transformation period would determine future successes. He claimed that proactive thinking with the future in mind allowed provision of quality programs which were strategically planned, and thereby better served the needs of designated populations.

Other predictions for the future by the members of MPAEA include one published in the MPAEA Newsletter (1986) by Terry Teigeler, Utah. Teigeler claimed that 1988 would be the peak year of enrollment of older students when over 4.3 million such students would enroll in colleges and universities.

The MPAEA Newsletter (1985) printed an urgent call from Marilyn Fincken to members of the association:

> The manner in which we deal with the educational challenges of the 80's and 90's will lay the foundation for the educational structure of decades to come. These challenges are common to educators and private citizens

concerned with the quality and relevance of education at all levels, preschool through graduate school and beyond.

"We know where we are going," claimed Teddi Safman, MPAEA president-elect in 1991. Safman's top priority goal was to develop a clear mission statement for the organization. Safman revealed seven additional goals that the membership of MPAEA should work toward. The following is a listing of the emergent goals:

1. Develop a clear mission and goals.
2. Develop collaborative relationships.
3. Develop a data base and disseminate information.
4. Increase diversity.
5. Promote MPAEA.
6. Identify legislative opportunities.
7. Assume a leadership role.
8. Provide staff/professional development opportunities.

Summary

This time period reflects not only the changes of technology that affected adult education but also the changing attitudes of society toward adult education. Adult educators began to move away frorn traditonal behavioral methods into whole-life education. Educators also became increasingly aware of the difference between Knowles' andragogical instruction and traditional pedagogical instruction. These differences were expressed by Davenport in the Journal (1984).

Peter Jarvis was quoted in the MPAEA Newsletter as saying, "If we are going to teach critical thinking, we must first teach thinking." Jarvis' comment came out of a debate on the social ramifications if all adults were to become critical thinkers. In this era, educators became even more aware that critical thinking required literacy. According to Apps (1991), the five key words for critical thinking are awareness, alternatives, transition, integration, and action. All of these words reflect activities throughout the mountain plains region during this time. Former Secretary of Education Bell stated that, "Educators that face the toughest challenges, that make the biggest difference, are adult educators."

Rita Apodaca expressed the necessity of awareness by adult educators in the MPAEA Newsletter (1988) when she asked educators to be aware of the significance of creativity in the profession. According to Apodaca, creativity is essential in financing, developing, implementing, and continuing educational programs. She continued that the key lies in the ability to integrate creativity with the more rigid elements involved in providing educational programs.

Throughout the years, MPAEA has had "new looks" periodically. This time period was no exception. The logo was updated to reflect a fresher, modern appearance. The "new look" of the Journal in 1992 represented the hard work of the MPAEA Journal Committee composed of Paul Larson, Burt Sisco and John Tollakson. Changes in the Journal included a cover utilizing the new logo, a change in color, a section for the practitioner, and a new "forum" section. Additional changes are found in the length of the articles and the number of book reviews.

As MPAEA moves into the future, reflection on the past will be an encouragement. Polsgrove (1992) called it the "Unbroken Circle" as she spoke of the achievements of the Highlander Center in Tennessee. MPAEA can claim an unbroken circle too, as the members continue to provide continuing professional leadership in adult education.

The material found in the MPAEA collection reflects trends in adult education that were occurring regionally and nationally throughout the last 50 years. It also documents the creativity and innovation of adult educators practicing throughout the mountain plains region.

Discussion

With the haphazard storage practices of the past, no one knew before this project just what the collection contained. Unfortunately, the storage practices resulted in the loss of some of the materials. An archivist/historian position was created at the summer board meeting in 1991; the archivist charged with cataloging the contents of the collection.

The initial reason for this project was to analyze the collection and compare it with works of other authors to establish relevance and historical value. Also, the comparison of work in the collection with work of other authors was to establish the trends in adult education evident throughout the 50 + years represented by the collection. A complete review of the material in the collection reveals that it does not contain any information that cannot be found

somewhere else. The collection does, however, reflect the birth, the growth, and the struggle of adult education in the MPAEA region that is parallel with what was happening throughout the United States and internationally. The collection contains documentation of the ideas and ideals of adult educators from the mountain plains region that were also expressed by other authors throughout the country. The collection also reflects the pride that adult educators have developed in their profession.

The second part of this project was to list in record groups the contents of the MPAEA collecton. The collection was sorted by years and listed, then sorted by series and listed. After the record was established, the MPAEA collection was displayed at the annual conference in Phoenix, Arizona, June 1-4, 1994. The conference was a national collaboration between three adult education associations where participants came from as far away as Puerto Rico and Pago Pago. Participants of the conference were allowed to examine the collection and encouraged to help identify people in the photographs.

## Recommendations

Three libraries were approached about housing the MPAEA collection. Calls were made to the State of Idaho Library, Boise, Idaho, and Arizona State University Library, Phoenix, Arizona. A personal contact was made with the archivist at Idaho State University, Pocatello, Idaho. The libraries approached about becoming a site to house the MPAEA collection were given a list of

questions (Appendix G). The questions cover types of storage offered at the institution, plus charges for storage, if any. Other considerations are what kind of agreement between the host institution and the association will be required. Also under consideration are any types of restrictions specified either by the library or the donor. Domitz said a contract is usually created between the donor and the institution (G. Domitz, personal communication, April, 1994). The libraries were also questioned about the availability of the collection to private individuals doing research and the public in general.

Because the MPAEA collection has large albums, one determination of a host institution was that the photographs and albums be left intact, even though they require more storage space. The albums do not have black paper leaves and the photographs are in very good condition, so long-term storage will not require individual treatment. The MPAEA board of directors has asked that the collection remain together, if possible. Their concern centered on the large album, scrapbook and the three dimensional articles. The library at Arizona State University will accept the whole MPAEA collection.

At the 1994 MPAEA summer board meeting in Las Vegas, Nevada, recommendations were made regarding a permanent host institution for the collection. The options presented to the board of directors and their reactions include:

1. Re-establish a relationship with the library at Arizona State University. The library at ASU has agreed to accept the original collection at any time. Thereafter, additions should be forwarded every five years. The collection

will be available at any time to members of MPAEA.

2. Establish a new relationship with Idaho State University. The library will accept the original collection at any time. Thereafter, additions should be forwarded every five years. The archivist stated that the university library could not accept the collection unless it contained information pertinent to Southeast Idaho. These reservations were dissolved because many MPAEA members are from Idaho.

3. Store the collection in a regional and/or national archive. The board of directors were reluctant to have the collection removed from the eight-state area.

A further recommendation of the board of directors to increase efficiency of facilitation in the future collection of materials was the consideration of making the archivist position on the board renewable, much the same as the secretary and treasurer positions are. The person in this position would be encouraged to continue from year to year to provide consistency and would collect all available information about the conference, all newsletters, journals, other publications and any other memorabilia created by the membership (Appendix G). Collected material would be listed in a record group and submitted to the host institution every five years.

Because a proposal to write the history of MPAEA from 1942 to present was also submitted at the summer board meeting in 1994, the Board of Directors decided that the collection should not be sent to a library until the

history is finished. The collection was the responsibility of the archivist/historian until after the written history is published. After the history was written, the collection should be sent to the library at Arizona State University, and an agreement form similar to the example (Appendix G) will be signed .

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# Appendix A

Mountain Plains Adult Education Association

Archives

Board Meeting Minutes

| | | |
|---|---|---|
| Reno, NV | August 16, 1969 | |
| Lakewood, CO | August 10, 1970 | |
| Boise, ID | August 12, 1971 | (2 copies) |
| Jackson, WY | July 11-12, 1977 | |
| Snowbird, UT | April 26, 1978 | Agenda/Committees |
| Albuquerque, NM | April 8, 1979 | Pre-conference session |
| | April 11, 1979 | Post-conference session |
| Las Vegas, NV | March 17, 1980 | Tentative Agenda |
| | | Pre-conference session |
| | March 19, 1980 | Post-conference session |
| | | (2 copies) |
| Estes Park, CO | July 14-15, 1980 | Tentative Agenda |
| | | (2 copies) |
| | | 1st & 2nd Sessions |
| | | (2 copies) |
| | July 14-15, 1980 | Original Copy |

| | | |
|---|---|---|
| Jackson, WY | April 26, 1981 | Tentative Agenda |
| | July 11-12, 1985 | |
| | April 24, 1988 | Pre-conference session |
| | April 27, 1988 | Post-conference session |
| Idaho Falls, ID | July 8-9, 1988 | |
| Phoenix, AZ | April 30, 1989 | Pre-conference session |
| | May 3, 1989 | Post-conference session |
| Park City, UT | July 7-8, 1989 | 1st & 2nd Sessions |
| Las Cruces, NM | July 13-14, 1990 | |
| Albuquerque, NM | July 9-10, 1992 | Summer Board Meeting |
| | April 28, 1993 | Pre-conference session |
| | May 1, 1993 | Post-conference session |
| Phoenix, AZ | July 9-10, 1993 | Summer Board Meeting |
| | July 1, 1994 | Pre-conference session |
| | June 4, 1994 | Post-conference session |
| Las Vegas, NV | July 15-16, 1994 | Summer Board Meeting |

Book of Board Meeting Minutes from 1978-1981

Newsletters

| Year | Issues | | | | |
|---|---|---|---|---|---|
| 1971 | | | No. 3 (2 c.) | | |
| 1972-73 | No. 1 (2 c.) | | | | |
| 1973-74 | No. 1 | No. 2 | Extra | No. 4 | Conference Issue |
| 1975 | | | No. 3 | | Conference Issue |
| 1976-77 | | | | No. 4 | |
| 1978-79 | | | | No. 4 | |
| 1979-80 | No. 1 | No.2 (2c.) | No.3 | No. 4 (2 c.) | |
| 1980-81 | No. 1(2 c.) | No.2 (2 c.) | | No. 4 (3 c.) | |
| 1981-82 | No.1 (2 c.) | | No. 3 (2 c.) | | |
| 1982 | No date (2 c.) | | | | |
| 1983 | No date | | | | |
| 1982-83 | No. 1 | | | | |
| 1983 | No. 1 (2 c.) | | | No. 4 (4 c.) | |
| 1984-85 | No date (2 c.) | | | | |
| 1985 | May | | August | November | |
| 1986 | January/February | | Summer | October (2 c.) | |
| 1987 | February Spring | | Memorandum in lieu of No. 2 | | |
| 1988 | March | | June No date (2 c.) | | |
| 1989 | April | | October | | |

| | | | |
|---|---|---|---|
| 1990 | January | August (2 c.) | |
| 1991 | March | June | |
| 1992 | No.2, Vol. 50 | No. 3, Vol. 50 | No. 4, Vol. 50 (2 c.) |
| 1993 | No. 1, Vol. 51 | No. 2, Vol. 51 | No. 3, Vol. 51 |
| 1994 | No. 1, Vol. 52 | No. 3, Vol. 52 | |

Journal of Adult Education

Mountain Plains Adult Education Association

| | |
|---|---|
| 1973 | Volume 1, Number 2 |
| 1974 | Volume 2, Number 2 (2 c.) |
| | Volume 3, Number 1 (2 c.) |
| 1975 | Volume 3, Number 2 |
| | Volume 4, Number 1 |
| 1976 | Volume 4, Number 2 |
| | Volume 5, Number 1 |
| 1977 | Volume 5, Number 2 (2 c.) |
| | Volume 6, Number 1 |
| 1978 | Volume 6, Number 2 |
| | Volume 7, Number 1 |
| 1979 | Volume 7, Number 2 |
| 1980 | Volume 8, Number 1 (2 c.) |
| | Volume 8, Number 2 |
| | Volume 9, Number 1 (3 c.) |
| 1981 | Volume 9, Number 2 (2 c.) |
| | Fall Volume 10, Number 1 |
| 1982 | Spring Volume 10, Number 2 (2 c.) |
| | Fall Volume 11, Number 1 (2 c.) |

| | |
|---|---|
| 1983 | Spring Volume 11, Number 2 (2 c.) |
| | Fall Volume 12, Number 1 |
| 1984 | Spring Volume 12, Number 2 |
| | Fall Volume 12, Number 1 (2 c.) |
| 1985 | Spring Volume 13, Number 2 |
| | Fall Volume 14, Number 1 |
| 1986 | Spring Volume 14, Number 2 (2 c.) |
| | Fall Volume 15, Number 1 (2 c.) |
| 1987 | Spring Volume 14, Number 2 |
| | Fall Volume 16, Number 1 (2 c.) |
| 1988 | Spring Volume 16, Number 2 |
| | Fall Volume 17, Number 1 |
| 1989 | Fall Volume 18, Number 1 |
| | Spring Volume 18, Number 2 |
| 1990 | Spring Volume 18, Number 2 |
| | Fall Volume 19, Number 1 |
| 1991 | Spring Volume 19, Number 2 (2 c.) |
| | Fall Volume 20, Number 1 |
| 1992 | Spring Volume 20, Number 2 |
| | Fall Volume 21, Number 1 |

| | |
|---|---|
| 1993 | Spring Volume 21, Number 2 |
| | Fall Volume 22, Number 1 |
| 1994 | Spring Volume 22, Number 2 |

# Appendix B

Items Catalogued Chronologically

1967

Arizona Adult Education Association Papers (3 c.)

Research Studies With Implications For Adult Education

1969

Conference Accounting

membership card for Donald Hall

Memos to State Reporters and State Editors from Sig Johnson

1971

Treasurer's Report

Conference Financial Report

Journal Fact Sheet

MPAEA Publication Proposal

Officer's Roster

Voting Results

1972

AAEA News

AAEA membership Roster (4 c.)

Conference Report (2 c.)

List of Officers for 1971-72

Advertising policy for MPAEA Journal of Adult Education

Treasurer's Report (2 c.)

Colorado: Options for the Future

1973

Mountain Plains Region State Demographic Data

Amendments to the Constitution and Standing Rules

1974

National Advisory Council on Adult Education Annual Report

Mailing list update

1975

Budget Proposal (2 c.)

Financial Summery Sheet

Officer's Roster (2 c.)

Committee Assignments for 1975-76

1976

Budget Proposal

Financial Summary

Officer's Roster

Committee Assignments for 1976-77

Request for constitution amendment ideas

1977

Budget Proposal

Financial Statement

Conference Budget, Scottsdale, AZ

Preface for booklet

Officer's Roster for 1976-77

Annual Report of President 1976-77

1978

Budget Proposal

Financial Statement

Conference Report

Officer's Roster 1977-78 (3 c.)

1979

Officer's Roster 1978-79 (2 c.)

Annual Report of the President 1979-80

List of Past-Presidents from 1954 to 1979

List of historian's duties

Request for Newsletter Exchange

Budget Proposal 1979-80

Financial Statement (April 3 and July 6)

List of Board of Directors

Committee Assignments

Warren Noland's Booklet, 1979-80

1980

Committee List (2 c.)

Annual Report of the President 1980-81

Request for address change

Board of Director's Update (4 c.)

Membership Lists and Scholarship Applications (4 c.)

Placement and Exchange Committee Policy Request

Budget Proposal

Financial Statement (March 3 & July 8)

List of Institutional Memberships and Journal Subscriptions

Projection of Long Range Goals

Suggested Changes to the Constitution (carbon copy)

Committee Assignments from Joyce Boswell, President

Draft Application Form for MPAEA Scholarship

Article regarding the death of Stella Oaks

Request for scholarship in the name of Stella oaks and acknowledgement

Scholarship and Innovative Research Committee Project Proposal Format

Second draft of Scholarship Application (2 c.)

Request for Award of Merit Recommendation

Information for the Award of Merit (2 c.)

Board of Directors Packet

Collated Evaluation

1981

Membership Report

Financial Statement

Call for Nominations

List of nominations from Larry Wickham, Idaho

Recommendation for Junior Board Member for Idaho (carbon copy)

1982

List of travel rates and room rates (2 c.)

Request for Scholarships

Scholarship eligibility requirements and Scholarship Applications (2 c.)

1988

President Elect's Report (2 c.)

Marketing Action Plan

1989

Marketing Recommendations

1990

The 39th Annual Adult Education Conference-On Trial: The Education of Adults, October 29 through November 4

Subpoena for AAACE

1991

Innovative Grant Report

Call for Presenter for Sun Valley Conference

1992

Demographic Factors in Adult and Continuing Education (2 c.)

Keynote Address/letter (2 C.)

Information about DEAL from Wyoming

Scholarship Committee Recommendations

Draft of Mailing Label Policy

1993

New Innovative Grant Application

Letterhead Paper

Budget (April 13, Revised July 12)

Memorial Scholarship Form

1994

Letterhead Paper

Budget (June 1, Revised July 15)

New Award Certificate Forms

Journal Printing Proposals

MPAEA Brochures - 5 different designs (see Appendix B)

Date?? Design number 1 1 copy

| | |
|---|---|
| Design number 2 | 5 copies |
| Design number 3 | 4 copies |
| Design number 4 | 10 copies |
| Design number 5 | 2 copies |

Directories

1968-69

1969-70 (2 c.)

1970-71

1971-72 (2 c.)

1973-74

1974-75

1976 June

Five Directories covering three years at once from 1972-1978

Conferences

Agendas

| | |
|---|---|
| 1966 | Salt Lake City, UT |
| 1967 | Laramie, WY |
| 1972 | Tempe, AZ |
| 1975 | Boise, ID |

| | |
|---|---|
| 1976 | Colorado Springs, CO |
| 1977 | Scottsdale, AZ |
| 1979 | Albuquerque, NM |
| 1986 | Albuquerque, NM |
| 1987 | Reno, NV |
| 1991 | Sun Valley, ID |
| 1992 | Salt Lake City, Ut |
| 1993 | Albuquerque, NM |
| 1994 | Phoenix, AZ |

Brochures

| | |
|---|---|
| 1964 | Phoenix, AZ |
| 1965 | Denver, CO |
| 1966 | Salt Lake City, UT |
| 1969 | Colorado Springs, CO |
| 1978 | Snowbird, Ut |
| 1980 | Las Vegas, NV |
| 1986 | Albuquerque, NM |
| 1988 | Jackson, WY |
| 1991 | Sun Valley, ID |
| 1992 | Salt Lake City, UT |

1993 Albuquerque, NM

1994 Phoenix, AZ

1995 Las Vegas, NV

Adult Professional Workshop, Cheyenne, 1972 (2 c.)

Participant Lists

1973 Reno, NV

1974 Cheyenne, WY

1975 Boise, ID

1977 Scottsdale, AZ

1980 Las Vegas, NV (4 c.)

1990 Boulder, CO

1991 Sun Valley, ID

Papers

1973 The Continuing Education Unit - Louis E. Phillips

1975 The Elderhostel Design

1978 WHOA! -- OR WOE - Robert K. Thomas

1986 Cross Cultural Considerations in Adult Education Practice - Brian C. Findsen

Colorado Endorsement Model For Adult Educators - Joyce Jenkins

| | |
|---|---|
| 1990 | Developing Credit and Noncredit Courses for Business and Industry via Interactive Television - Barbara Sparks |
| | Peak Learning: Think Better, Easier, Faster - Ronald Gross |
| 1994 | Improvisational Theater - Michael Day |

Miscellaneous

200+ photographs

Resource Directory Disk

Two vita

Thomas J. Casey

Joyce Boswell

Financial Report - No date

New Mexico Council for Continuing Education

Newsletter printing costs-NMSU Printing 7 Duplicating Service

History

Five logos (2 c.)

Announcement for Lifelong Learning: A Vision for Tucson, AZ - no date

Certificate of Commendation (2 c.)

List of editors of State Adult Education Newsletters

List of MPAEA Emeritus Members

One packet of the constitution and Amendments beginning in 1974

One packet of correspondence from 1967 to 1981

One packet of CACAE papers

Two proposals for Journal of Adult Education publication

# Appendix C

Annotated Photograph Listing

MPAEA Board Meeting
Winter Park, Co
1987

1.

2. Gary Eyre — Paul Kipper

3.

4. Karen Mills — Marvin G. Rider — Teddi Safman

Dottie Barrons — Larry Wickham — Gary Eyre

5.

6. Gary Eyre

7. Gary Eyre

8. Marvin G. Rider

9. Larry Wickham — Marilyn Fincken

10. Marvin G. Rider

11. Paul Kipper — Marily Fincken — Karen Mills

MPAEA Conference
Reno, NV
1987

Donated by Marilyn Fincken

1. Dr. Ralph Meuter, keynote speaker
2. Dr. Harold Hodgkinson, keynote speaker
3. Richard Thomas, Assistant Dean, Continuing Education, University of Nevada-Reno
4. Judith Kolosky, keynote speaker
5. Kay Sanders, conference chair
6. Marilyn Fincken — John Tollakson
8.
9. — Gary Eyre
10.
11. — C.J. Rea
12. — C.J. Rea
13.
14.
15. Tom Lansing — Terry Teigeler
16. Tom Lansing — John Tollakson
17. Tom Lansing
18. Tom Lansing

| | | |
|---|---|---|
| 19. | Tom Lansing | Larry Wickham |
| 20. | Tom Lansing | Lorraine Zinn |
| 21. | Tom Lansing | |
| 22. | Tom Lansing | Greg Bowes |
| 23. | Greg Bowes | |
| 24. | Marv Eld | Phyllis Dillard |
| | | Larry Wickham |
| 25. | | |
| 26. | | |
| 27. | | Terry Teigeler |
| 28. | Kay Sanders | |

MPAEA Board Meeting
Las Cruces, NM
1990 ? - 1989

From Marge Slotten

1.

2. Reta Martinez-Purson

Dottie Barrons

3. Board Members in session

4. Teddi Safman

5.

6. Board Members in session

7. Board Members

8. Dottie Barrons Larry Wickham

MPAEA Conference
Boulder, CO
1990

From Suellen Eyre

| | | | |
|---|---|---|---|
| 1. | Grant Edwards | | |
| 2. | | Mike Joyce | |
| 3. | Dr. Kincaid | Louise | |
| 4. | MPAEA Banner | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | Terry Tiegeler | Dr. Kincaid | Sr. Cecilia Linenbrinck |
| | Dottie Barrons | Jean Anderson | |
| 9. | Teddi Safman | Brandy | |
| 10. | | | |
| 11. | | | |
| 12. | AAACE preparation | | |
| 13. | | Gary Eyre | Dr. James Jelinek |
| 14. | | | |
| 15. | Ron Gross | | |
| 16. | Lucy Stromquist | | |
| 17. | Katherine Sanders | | |

18. Jean Anderson

19. Dr. Kincaid Mary Poppino

20. Mike Joyce

21.

22. Ron Shopbell Barb Beaudin

23. Flags representing all the states

24.

25. Karen Mills and Husband

26. Malcolm Knowles

27.

28. Cathy Hatfield

29. Ginny Record introducing Friday luncheon speaker, Malcolm Knowles

30. Malcom Knowles Dr. Duane Jansen Elnora Gelfoite

31.

32. Malcom Knowles - Break-out session

33.

34. Barbara

35. Louise Booy Betty Carson Karen Tore

36. Jim Romero

37.

38. Suellen Eyre

39.

40.

41.

42.

43.

44.

45. Cathy Hatfield

46. Jim Kincaid Dian Bates Ginny Record

Joe Newlin - at head table

47.

48. Maureen Lancaster Dian Bates

49.

50. Jean Anderson Rita Stout

MPAEA Board Meeting
Sun Valley
1990

From Marge Slotten

| | | | |
|---|---|---|---|
| 1. | Larry Wickham | Marge Slotten | Bill Sawyier |
| 2. | Larry Wickham<br>C.J. Rea | Marge Slotten | Bill Sawyier |
| 3. | Bill Sawyier | Rita Martinez-Purson | |
| 4. | Ron Shopbell | | |
| 5. | Sister Cecilia Linenbrinck | | |
| 6. | Pat Warren | | |
| 7. | Karen Mills | | |
| 8. | Teddi Safman | | |
| 9. | Judy Harrison | | |
| 10. | Dottie Barrons | | |
| 11. | Rita Martinez-Pursons | | |
| 12. | C.J. Rea | | |
| 13. | Gary Wixom | | |
| 14. | Sue Mincks | | |
| 15. | Larry Wickham | | |
| 16. | The Board at work | | |
| 17. | Board Members | | |

MPAEA Conference
Sun Valley, ID
1991

From Marge Slotten, Suellyn Eyre, Kathy Vickerman

1. Larry Wixom
2. Round Table Discussions
3. Dr. Jerald Apps, University of Wisconsin
4.
5.
6. Zada Haws — Nikki Lovell
7.
8.
9. Jack Kaufman
10. Kathy Vickerman
11. Exhibitors
12. Breakfast in the Sun Room
13. Marge Slotten
14.
15.
16. Gary Eyre
17. Terry Teigeler
18. Teddi Safman — Terry Teigeler

19. Terry Teigeler Gary Eyre
20. Terry Teigeler, Past Pres Teddi Safman, Pres Gary Eyre, Pres Elect
21. Teddi Safman
22. Hemingway Memorial
23. Hemingway Memorial Tour -- A huge success
24. Silver Creek Game Preserve Tour -- A huge success
25. Silver Creek Preserve

Pictures with no date or place indication

1. Kathy Odenski Sue Mincks Marge Slotten
   Teddi Safman
2. James Jelinek Mrs. James Jelinek Sue Mincks
3. Wilda Theobald Suellyn Eyre
4.
5. State Association Presidents - 1991
6. Malcom Knowles Chuck Porter
9. Nevada State Association Leadership - 1991-92
   Pat Warren Helen Nolte

Appendix D

# MOUNTAIN PLAINS ADULT EDUCATION ASSOCIATION

## CONSTITUTION

As adopted, June, 1954, Laramie, Wyoming

Article I: Name

The name of this organization shall be the Mountain Plains Adult Education Association.

Article II: Purpose

The purpose of the organization shall be to serve as an instrument of cooperation among the persons and organizations engaged in, or interested in, adult education in the mountain plains region.

Article III: Membership

1. Any individual who signs a membership application and pays such dues as may be established by the members will become a member of the Association subject to the approval of the Board. Any decision of the Board may be appealed to the membership.

2. The Board may accept as sustaining members, any organization or institution which applies for membership and pays such dues as the Board may establish. Such members shall be without vote.

Article IV: Officers and Elections

1. The governing board of this association shall consist of the President of the Association and two members from each state. The President shall be elected for a term of one year and the other members of the board for terms of two years, except that for the first year one member from each state shall be elected for one year.

2. The Board shall appoint a nominating committee. Where state adult education councils or similar bodies exist, they may nominate not more than two persons for any Board position from their state, which nominees shall go on the slate reported by the nominating committee.

3. The Board shall elect from its own membership a Vice-President and a Secretary-Treasurer who shall serve one year.

4. The Board shall meet on call of the President or on petition of a majority of the members of the Board.

5. A quorum of the Board shall consist of these members present, providing members from a majority of the states are present.

Article V: Meetings

The association shall meet annually for the transaction of business and election of officers, and may meet at other times upon vote of a majority of the Board and at least thirty days written notice to the membership.

Article VI: Quorum

A quorum at any meeting of the Association shall consist of those members present.

Article VII: Rules of Order

In all matters not covered by this constitution, Robert's Rules of Order, Revised, shall be the rules of this organization.

Article VIII: Amendments

This constitution may be amended by a 2/3 vote at any annual meeting of the Association.

Amendment I - Adopted March 24, 1958

Article IV of the Constitution is amended by substituting the following for sections 1 and 3:

1. The governing board of the Association shall consist of the President of the Association, a First Vice-President, a second Vice-President and two members from each state. The President and Vice-Presidents shall be elected for terms of one year, and the other members of the Board for terms of two years, except that for the first year one member from each state shall be elected for one year.

2. (No change)

3. The Board shall elect from its own membership a Secretary-Treasurer who shall serve for one year.

Standing Rules

Adopted June 6, 1956

Executive Board:

1. There shall be at least one meeting of the Executive Board each year in addition to the annual meeting. At least partial expenses for Board members shall be allowed from the treasury.

2. Interim vacancies on the Executive Board shall be filled by action of the Board.

3. The Chairman of the Nominating Committee shall be a member of the Executive Board.

Nominations and Elections:

1. The Chairman of the Nominating Committee shall contact State Adult Education Councils or similar bodies 30 days prior to the annual conference to secure nominations for officers and Board positions.

2. The Nominating Committee shall report to the General Session at the second morning meeting. The Committee shall have ballots available by noon on the second day of the conference.

3. Ballots shall be available to delegates who present Mountain Plains Adult Education Association membership cards.

4. Polls close at 5:00 P.M. on the second day of the conference.

5. Results of the election shall be announced on the evening of the second day.

Membership Rules:

1. Dues shall be as follows:

   a. Colleges and Universities - $10.00 per year.
   b. Organizations (such as League of Women Voters, A.A.U.W., etc.) $3.00 per year.
   c. Individuals - $2.00 per year.

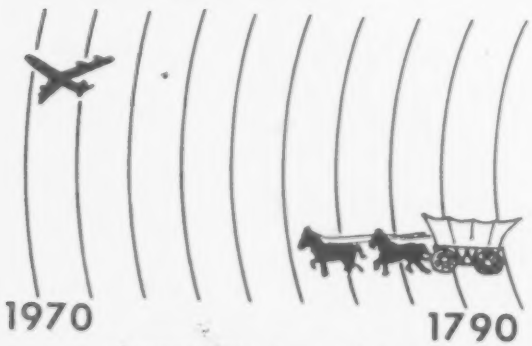
Appendix E

# population and adult education: selected facts and figures

In 1973, 15 million adults (including those in adult basic education) were enrolled in various adult education programs in the United States. This represents one in every eight adults.

*Fifty percent of the adults over the age of 16 who have not completed high school and are not enrolled in school have an annual income of less than $4,999.*

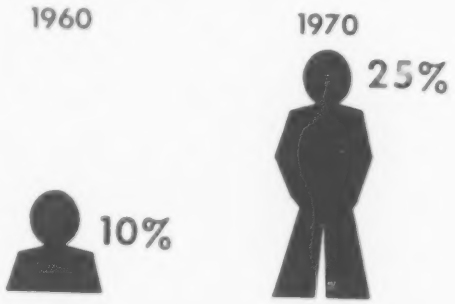
still going west




Our population has tended to move westward and slightly to the south throughout our history, and the 1970 census showed that this movement is still going on. Of the four regions, the West had the largest percentage gain and the South the largest numerical gain during 1960–70.

*There are nearly 756,000 14- and 15-year-olds employed fulltime in the labor force.*

BLACK FAMILY INCOME OF $10,000 OR MORE




In the 1971 school year, over 46,000 inmates of correctional institutions were enrolled in adult basic education classes.

*Census figures show the number of Indians in the United States has increased by 51 percent from 1960 to 1970. Forty-five percent of all Indians live in urban areas.*

One hundred thousand Indian adults have not completed high school.

13

*In 1970, the population of the United States was 203 million. Within that population, approximately one-fourth of all persons 16 years of age and older had less than the completion of secondary education.*

Since 1965, there have been 5.5 million adults enrolled in the Federal/State adult education program (Public Law 91–230).

*Approximately 9 percent of the ABE students sampled in a longitudinal evaluation spoke Spanish most often in their homes.*

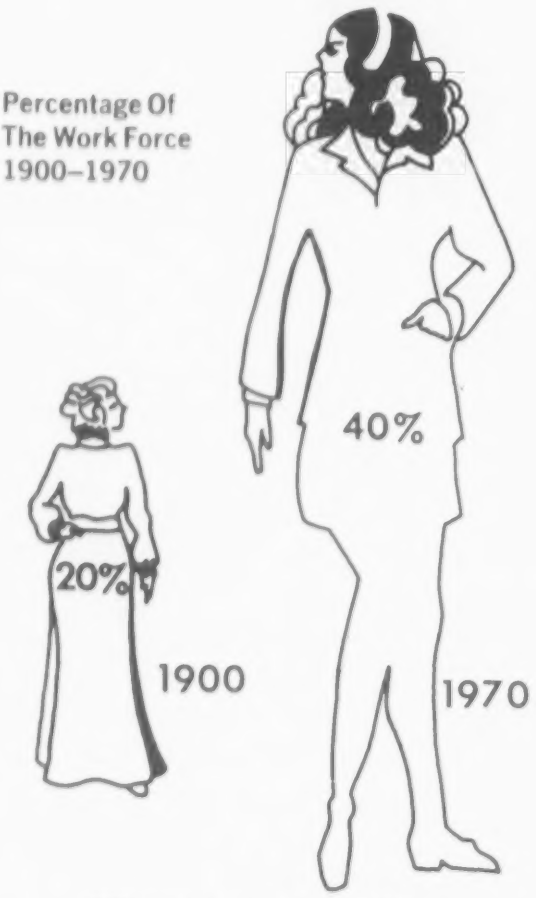
Most of the target population's classes meet in school buildings two evenings a week for 3 hours each session from September through May.

**IN 1970 THE CENSUS SHOWED TOTALS OF**

| | |
|---|---|
| 177,748,975 Whites | 22,580,289 Blacks |
| 792,730 American Indians | 591,290 Japanese |
| 435,062 Chinese | 343,060 Filipinos |

The 1970 United States census counted a female population of 104,299,734. This is about equal to the total population of Japan. Of all the nations in the world, only three others have larger female populations: China, India, and the Soviet Union.

**Percentage Of The Work Force 1900–1970**




There are 1.4 million unemployed adults who have not completed high school.

*Eighty percent of all adult basic education participants fall into the potentially high productive age range of 18–44.*

The 1970 census indicates America had 98,912,192 men and 104,299,734 women, or a ratio of 94.8 men to 100 women. Recent ABE enrollment figures show 11 women to every 9 men.

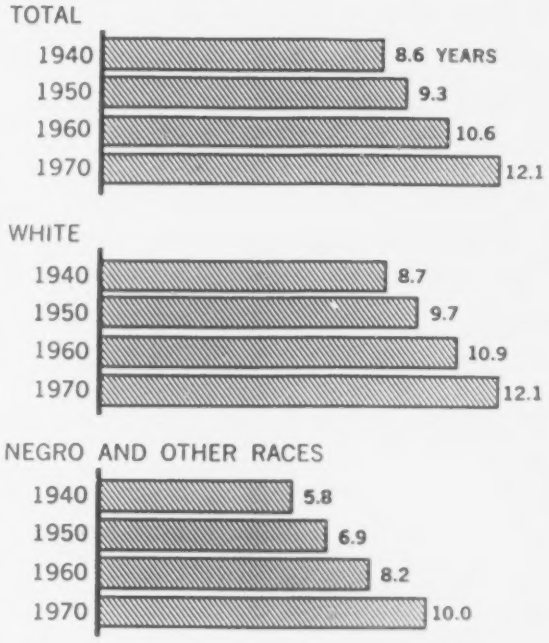
*Five and one-half million families had a female as head of the household in 1970.*

In federal prisons, 96 percent of the newly committed have not finished high school. Up to 20 percent are functionally illiterate.

*The national average is nearly 190 hours of instruction per student in ABE. The national average ABE per student expenditure is approximately $100.*

**MEDIAN YEARS OF SCHOOL COMPLETED By Race: 1940–1970**

Persons 25 Years Old and Over




Enrollment in public adult education is leaping upward at nearly 11 percent a year compared to a growth of 2 percent for elementary and secondary schools.

**MEDIAN SCHOOL YEARS COMPLETED BY RACE AND SEX: 1940–70**
**PERSONS 25 AND OLDER**

| Census year | Total | | White | | Black | | Spanish heritage | |
|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F |
| 1970 | 12.1 | 12.1 | 12.1 | 12.1 | 9.4 | 10.0 | 9.9 | 9.4 |
| 1960 | 10.3 | 10.9 | 10.7 | 11.2 | 7.7 | 8.4 | * | * |
| 1950 | 9.0 | 9.6 | 9.3 | 10.0 | 6.4 | 7.1 | * | * |
| 1940 | 8.6 | 8.7 | 8.7 | 8.8 | 5.4 | 6.1 | * | * |

* Data for Spanish heritage not available before 1969.

**The American Female Population—1970**

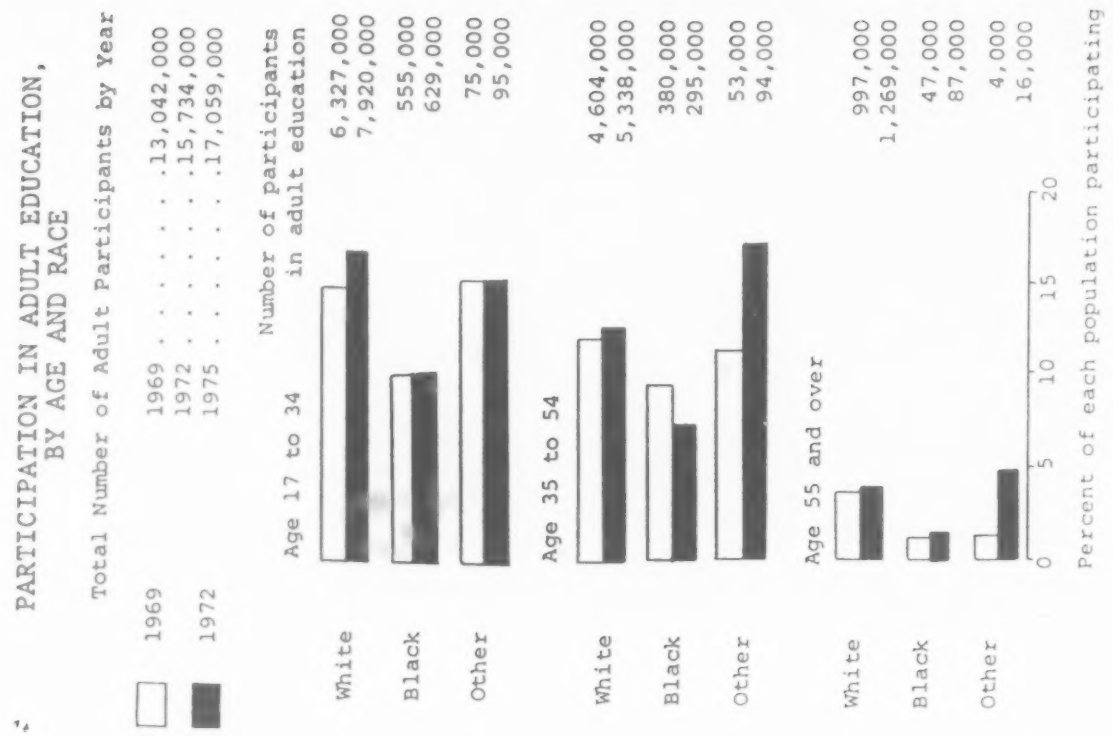
| Category | Number of females | Percentage female in category |
|---|---|---|
| White | 91,027,988 | 51.2 |
| Black | 11,821,631 | 52.4 |
| Other races | 1,439,773 | 49.9 |
| Spanish heritage | 4,695,744 | 50.5 |
| Under 18 | 34,161,180 | 49.0 |
| Over 65 | 11,649,794 | 58.0 |
| Voting age | 70,138,554 | 52.5 |
| In college | 3,013,000 | 40.6 |
| In other schools | 25,931,000 | 49.0 |
| In labor force | 30,820,770 | 37.2 |
| Family heads | 5,504,104 | 10.8 |
| Married | 45,963,972 | 50.0 |
| Widowed | 9,624,679 | 82.1 |
| Divorced | 3,068,994 | 61.1 |
| Living alone | 7,234,000 | 67.7 |
| Below low-income level | 14,841,000 | 58.1 |

*The average pay for teachers of ABE students is $6.20 per hour.*

In the United States, 75 institutions of higher education confer a graduate degree with a major emphasis on adult education.

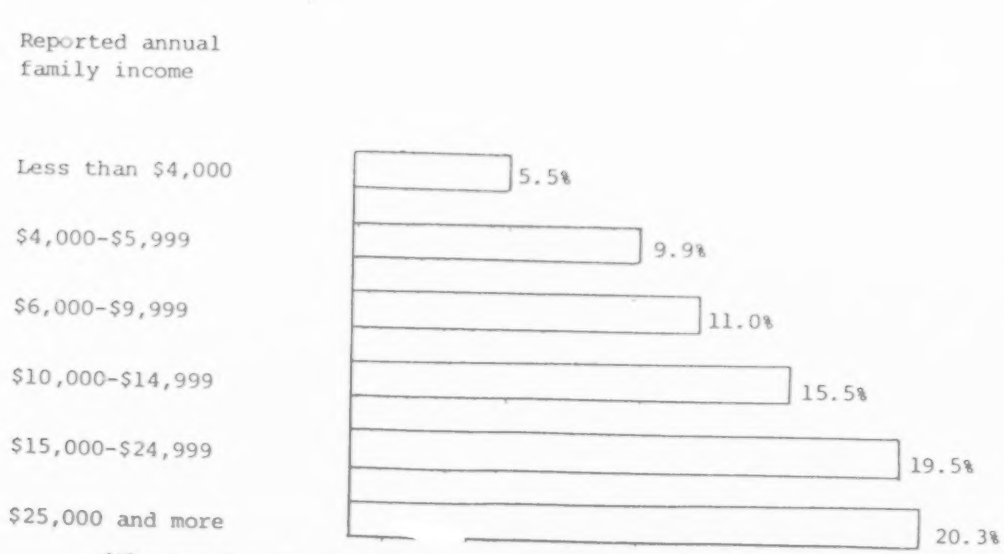
*One out of every five students in the Federal/State adult education program is Spanish/Mexican American, Cuban, or Puerto Rican.*

Over 32 percent of the Nation's ABE enrollees are black.






PARTICIPATION IN ADULT EDUCATION BY FAMILY INCOME, 1972*




*The total number of participants in 1972 was 15,734,000.





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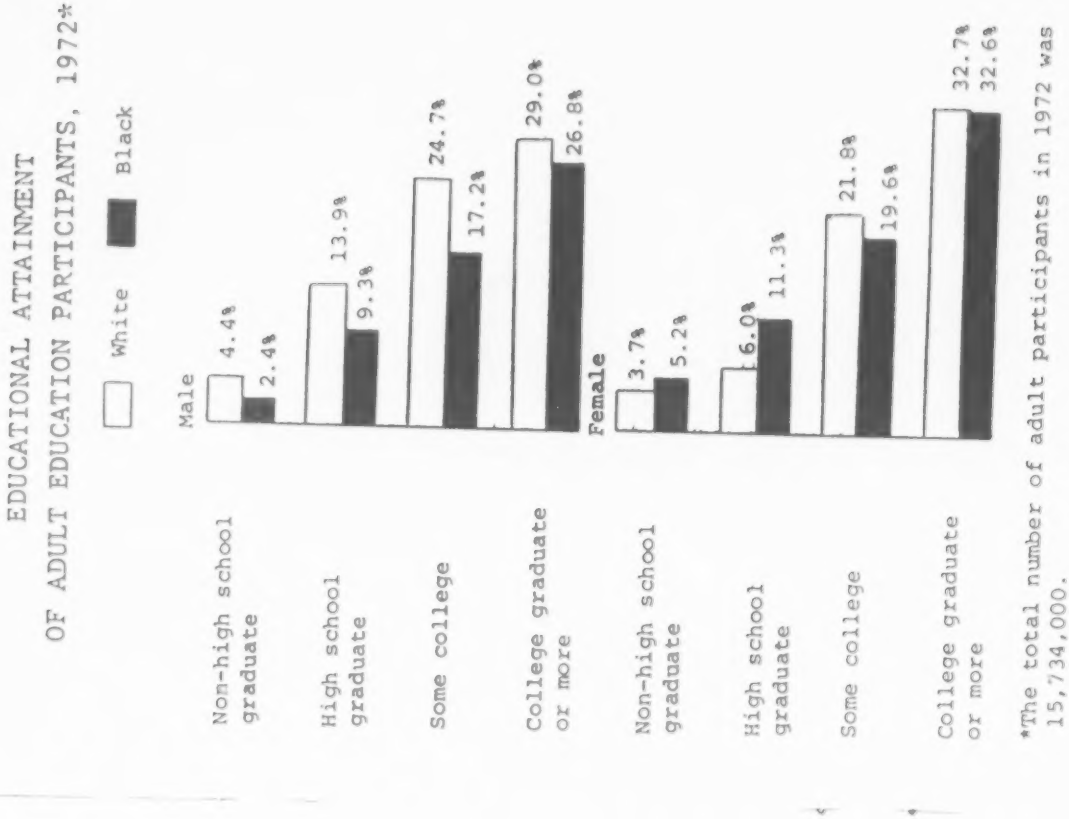
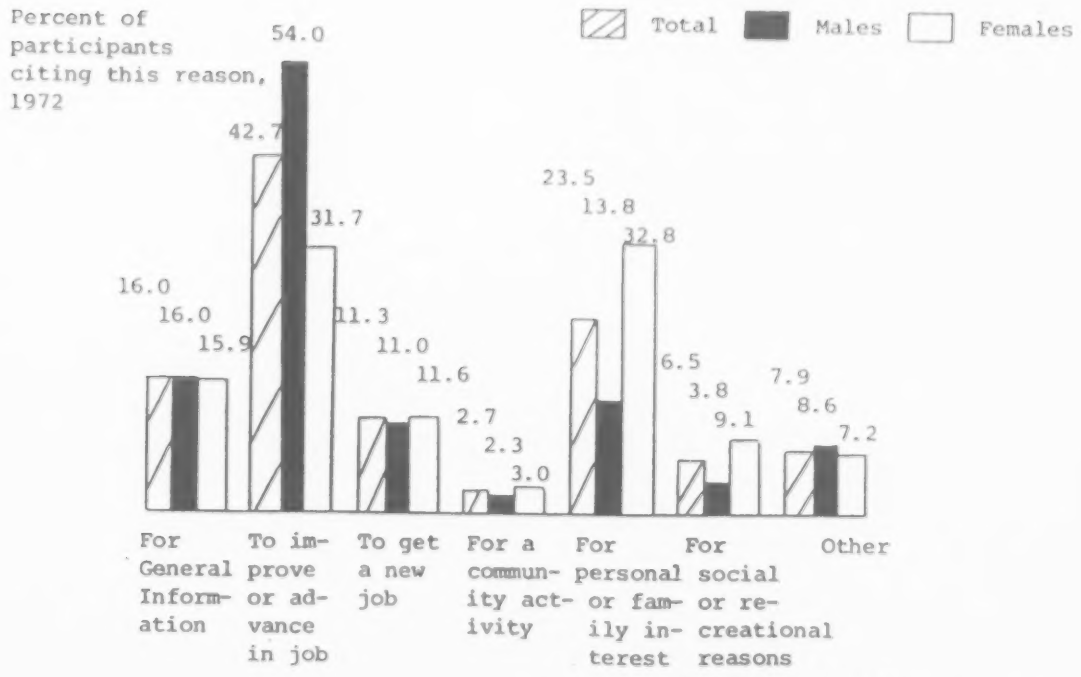





PARTICIPANTS' REASONS FOR TAKING ADULT EDUCATION





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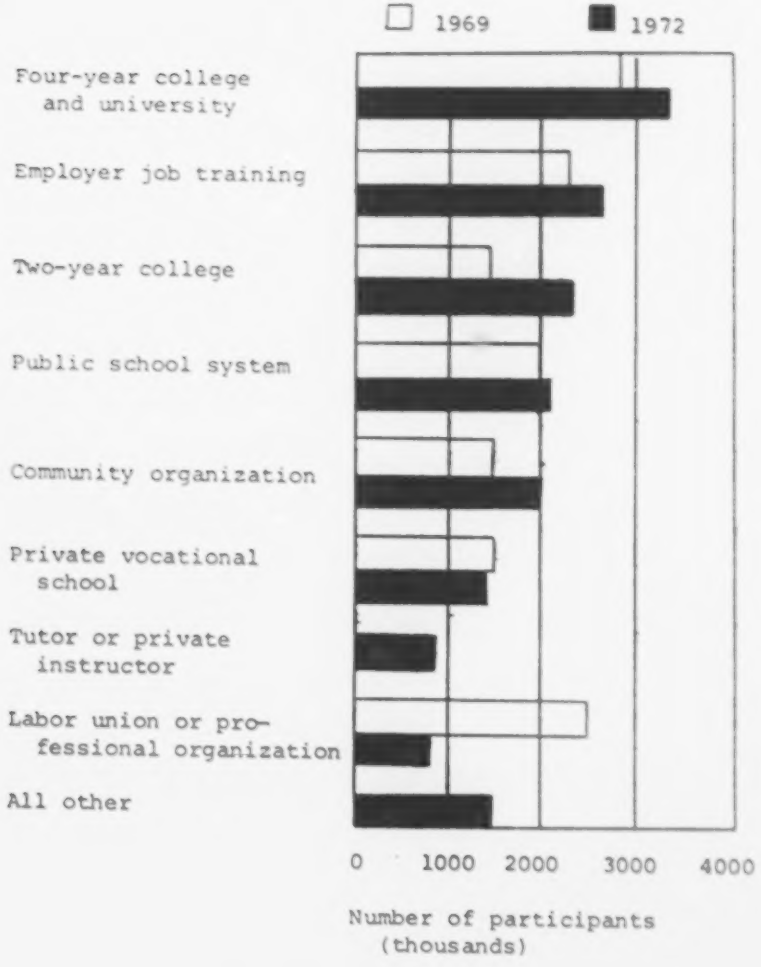
## SPONSORS OF ADULT EDUCATION ACTIVITIES



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----An understanding of the physiological and psychological development of the senior citizen needs to be passed on to instructors in the program. One of the biggest problems that plague older adults is an acute loss of hearing. Instructors need to speak in a clear audible tone. If this is not possible microphones should be supplied. Older adults have developed the ability to lip read so don't assume that just because they can hear you they can hear someone behind them. Hull has given us his thirteen commandments for working with senior citizens.

1. Speak at a slightly greater than normal intensity.

2. Speak at normal rate but not too rapidly.

3. Speak to the elderly person at a distance of between three and six feet.

4. Concentrate light on the speaker's face for greater visibility of lip movements, facial expression and gestures.

5. Do not speak to the elderly person unless you are visible to him or her, e.g., not from another room wnile he or she is reading the newspaper or watching TV.

6. Do not force the elderly person to listen to you when there is a great deal of environmental noise. That type of environment can be difficult for a younger, normally hearing person and even more difficult for the hearing impaired elderly.

7. Never, under any circumstances, speak directly into the person's ear. The listener cannot make use of visual clues, plus the speaker may be causing an already distorted auditory system to further distort the speech signal. In other words, clarity may be depressed as loudness is increased.

8. If the elderly person does not appear to understand what is being said, rephrase the statement rather than simply repeating the misunderstood word. An otherwise frustrating situation can be avoided in that way.

9. Do not over articulate. Over articulation not only distorts the sounds of speech, but the speaker's face, thus making the use of visual clues more difficult.

10. Arrange the room (living room or meeting room) where communication will take place so that no speaker or listener is more than six feet apart and all are completely visible. Using this direct approach, communication for all parties involved will be enhanced.

11. Include the elderly person in all discussions about him or her. Hearing impaired elderly persons sometimes feel quite vulnerable. This approach will aid to alleviate some of those feelings.

12. In meetings or any group activity where there is a speaker presenting information (church meetings, civic organizations, etc.) make it mandatory that the speaker(s) use the public address system. One of the most frequent complaints among elderly persons is that they may enjoy attending meetings of various kinds; but all too often the speaker, for whatever reason, tries to avoid using a microphone. Many elderly persons do not desire to assert themselves by asking a speaker who has just said, "I am sure that you can all hear me if I do not use the microphone" to please use it. Most persons begin to avoid public or organizational meetings if they cannot hear what the speaker is saying. This point cannot be stressed enough.

13. Above all, treat elderly persons as adults. They, if anyone deserve that respect. (Hull, "Conversation: The Aging Speaker; ASHA V.22, N.6, J '80,42)

-----The only complaints that we received from our evaluations of the Elderhostel by the participants were related to the physical facilities, "The dorm was too cold." "You should have told us to bring sweaters." These people are much more sensitive to the heat and the cold. In situations where air conditioning cannot be controlled tell them to bring sweaters.

-----Part of the enjoyment of the "campus" experience of Elderhostel was the idea that these people, even though it is only for a week, are involved in campus life. Try to engage them in extracurricular activities that involve others on campus as opposed to organizing activities just exclusively for them.

## MPAEA VISITATION PROGRAM

The visitation program is designed to enable MPAEA members to visit other institutions where observation of adult and/or continuing education programs would serve as an excellent professional development and learning experience.

The visitation program, by definition, is a program of no more than two weeks in duration. During that time the individual's parent institution is responsible for the maintaining of the visiting staff's salary, insurance and other pay programs. The individual must seek and obtain approval from their parent organization to participate in the visitation program. The host insitution must also approve the visitation and to assist where possible to ensure the value of the visitation. The MPAEA Visitation and Exchange Committee (MPAEA-VEC) will act as a facilitator between the applicant and the host institution ensuring, as much as possible, that the visiting staff is there at the time most beneficial to professional growth. Examples would include such times as start up of a semester, senior adult program operation, industrial training programs, close down periods and other such critical times which might be of interest to certain individuals.

## MPAEA EXCHANGE PROGRAM

The exchange program becomes more involved for the institutions, the individual applicants and the MPAEA-VEC.

The basis for this program involves institutions and individuals who would be willing and able to exchange individuals in like or similar jobs for a duration of time exceeding two weeks. To be efficient as possible, the period of exchange time would normally be thirty days.

The MPAEA-VEC would act as a clearinghouse helping to place the right person in the right place at the right time. Obviously, the exchange program is more difficult to set up but the new ideas and philosophies exchanged by the participating institutions and individuals should warrant the efforts involved to make the exchange successful.

The individuals involved in the exchange program would continue in the employ of the parent institution while on an exchange program. The two institutions involved in an exchange period would be responsible for evaluation of the program upon its completion. The potential host insitution would indicate via a letter of intent their willingness to participate in the program, the direct supervisor involved and the general job description of the potential staff exchange job.

When the exchange program is set up, theoretically, the exchange could include exchange of housing, and other support services. It would remain the responsibility of the institutions and the individuals to complete the arrangements. It would be the function of MPAEA-VEC to maintain a file of potential participants and institutions and expedite the exchange of information and data.

Every individual involved in either the visitation or exchange is required to evaluate the experience and file a report with the MPAEA-VEC upon completion. The MPAEA-VEC would also require the participant to submit to them an article suitable for publication in the Journal.

# PROJECTION OF M.P.A.E.A. LONG RANGE GOALS

These goals are not in any specific order. Feel free to add, delete or change in any way. When finalized they will be included in the newsletter with a request that all members prioritize and return them to me. I will compile the results for inclusion in the next newsletter and for distribution to all the Board members.

Long Range Goals (Target year 1984 with annual revising and updating):

11 1. M.P.A.E.A. will have a membership of at least 500 and additional institutional memberships.

13 2. M.P.A.E.A. will include Montana.

2 3. M.P.A.E.A. will have representation from all adult groups--public and private, government, industry, business, ABE, military, etc.

16 4. M.P.A.E.A. will have extensive graduate student involvement.

12 5. M.P.A.E.A. will have dual memberships in each state in the region that has a state organization and will have a representative at each state meeting.

10 6. M.P.A.E.A. will be affiliated with national/regional/state/local organizations.

6 tie 7. M.P.A.E.A. will have job position divisions--administration, instructors, counselors, etc.

1 8. M.P.A.E.A. will coordinate professional development activities (teaching skills, media methods, new delivery systems, etc.).

8 9. M.P.A.E.A. will function as a coordinating agency and dissemination center with the state organization being used for the personal contact primarily.

4 10. M.P.A.E.A. will be a center of political activity with provisions for an active lobbying group.

14 11. M.P.A.E.A. will provide study/research on salary and pay schedules.

6 tie 12. M.P.A.E.A. will establish standards for adult education endorsement/certification which includes development/review.

15 13. M.P.A.E.A. will provide placement services.

3 14. M.P.A.E.A. will have a central location, new budget structure, and a full or part-time executive director who shall include among tay (his/her) duties--public relations, legislative matters, coordination with state and business organizations, etc.

5 15. M.P.A.E.A. will have a monthly newsletter.

9 16. M.P.A.E.A. will continue goal planning. At each Summer Board meeting at least one hour will be spent in revising and updating long range goals. At each pre-conference board meeting a goal review will be included.

Appendix F

## General Marketing Strategies

I. Strengthen and effectively use existing marketing tools:

- Annual conference
- Membership brochure
- Journal
- Newsletter
- Legisletter
- Video about MPAEA
- Publicity
- State adult education associations

II. Develop new marketing tools:

- Membership drive
- Interest-area divisions

## I. Existing marketing tools

A. Effectively promote the annual conference as the single most important membership benefit.

1. "Attending the conference" tied for first place with board members identifying the aspect of MPAEA they found most satisfying.

2. Hold an awareness that conference materials create impressions about the conference itself. Before the conference actually starts, conference materials not only represent the conference, they <u>are</u> the conference.

3. To effectively stimulate attendance, conference materials should favorably reflect upon the organization and should convey quality, accuracy, completeness of information, and professionalism. Materials should be distributed three full months before the conference to insure adequate response time.

4. Conference materials ought to include presenters and topics, as well as a daily program agenda, so that individuals can demonstrate the value of attending to supervisors granting travel approval, and so individuals can make early travel arrangements and take advantage of low air fares.

5. Consider sending conference materials to everyone who has attended an annual conference within the past 3-5 years and to all members and prospective members.

6. Get prospective MPAEA members to the annual conference -- that's the hook!

7. View graduate students as prospective members.

8. Encourage state ABE directors to attend the annual meeting to promote MPAEA with this group. Ditto community education directors.

9. Generate ways to provide monetary assistance for the annual meeting -- through state associations, through institutional support, through 310 grants.

10. Subsidize a "crash room" at annual conference for those unable to pay for their own room.

B. Revise the membership brochure as a marketing tool.

1. Demonstrate the value of joining MPAEA by stressing membership benefits and features. These "selling points" should clearly stand out. People want to know "what's in it for me?"

2. Add the scholarship, the innovative grant, and the Legisletter to the list of membership benefits.

3. Define MPAEA by distinguishing this group from similar professional affiliations. Characterize these differences as strengths, i.e. MPAEA is knowledgable and responsive to regional factors; smaller, more personal; collegial; great regional networking potential.

4. Identify opportunities for professional growth and networking/fellowship as the strongest satisfactions of affiliating with this group. That tracks with the questionnaire results.

5. Shift the language style away from sounding rather like dry Articles of Incorporation and more towards a user-friendly invitation to join a dynamic, stimulating, warm collection of professional (and personal!) friends.

6. Consider the trade-offs between (a) including the officer/board list, which requires reprinting each year, and (b) omitting the list, which permits more copy space and a larger, more economical press run, as well as a longer "shelf life".

7. The brochure typography, graphic, logo, color, and paper of the current brochure are all tastefully done.

C. Retain the high quality Journal. If it ain't broke, don't fix it!

D. The newsletter is back on track. Keep nurturing it along. Realize that our newsletter problems are typical of newsletters everywhere.

1. Develop a reward system for the person brave enough to take on the editorship and stick with it!

2. Consider finding "correspondents" in each state who aren't board members with other committee/board assignments and commitments.

E. All agree -- the Legisletter is tops. What a winner! Find new ways to use it.

-c-

F. Identify new audiences for our excellent video on MPAEA.

1. Show it at staff meetings to build membership among co-workers.

2. Feature it on the program of a non-competitive professional organization, like American Society for Training and Development.

3. Show it to other educational institutions in your area.

G. Think up new ways to use publicity (it's free) in your local newspaper.

1. The annual conference generates lots of news/reasons to get in the paper: new officers, new board members, awards, scholarship, who attended locally (a little member recognition).

H. Keep strong ties with state adult education associations. Form new ones -- Go, Nevada!

## II. New marketing tools

A. Launch a well-conceived membership campaign.

1. Build in a way everyone could win.

2. Whoever brings in a new member is his or her "sponsor". Each time one sponsors a new member, one's name goes in the hat. At the annual conference, one sponsor's name is drawn for a grand prize.

3. A new members' drawing could be held for a free annual conference registration.

4. Promotional packets could be given prospective members. The packets could contain the membership brochure, a recent newsletter and Legisletter, and a warm invitational letter from our warm membership chair, Larry Wickham.

5. Telemarketing could be used to solicit new members. Make phone calls to a list of prospects and "talk up" MPAEA. Ask if they'd like to receive a membership packet. The phone call personalizes the contact.

B. Create interest-area divisions within MPAEA.

1. Don't create the divisions as another layer of structure within MPAEA, but rather as networking groups who meet at the annual conference and suggest future program ideas/needs, etc. Keep it simple and loose.

1986

MPAEA

## Literacy Facts and the High Cost in the United States

* Overall, about 15 percent of persons in the workforce are functionally illiterate; 11 percent of professionals and managers are functionally illiterate; 29-30 percent of semi-skilled workers are functionally illiterate.

* Welfare and unemployment compensation due to illiteracy is estimated at $6 billion annually.

* Of the 158 member nations of the United Nations, the U.S. ranks 49th in literacy rates.

* In the U.S. today, 61 million of the non-school population 16 or older do not have a high school diploma.

* Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not finish grade school earn about half the salary of those who finish high school.

* Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not finish grade school earn about half the salary of those who finish high school.

* About 75 percent of prison inmates have not completed high school.

* Thirteen percent of all 17-year-olds in the U.S. are functionally illiterate. The percentage for minority youth is around 40 percent.

* All the voluntary and publicly funded programs combined are now reaching only five percent of all non-literate adults.

* Seventy-four million Americans are not proficient in meeting the educational requirements of everyday adult life.

* Nearly 2.3 million people are now participating in adult basic education programs.

Data provided by 1980 U.S. Census Business Council for Effective Literacy, U.S. Department of Education, The Advertising Council, The National Commission on Excellence in Education, and The Literacy Volunteers of America, INC. Thanks go to ABE NEWS of Nebraska (February 1986) for pulling all the data together.

## Is Reform Causing Pushouts?

Recent school reforms may have the effect of pushing marginal students out of school, according to a report issued by the Center for Social Organization of the Schools of Johns Hopkins University.

Noting that academic performance is one reason for dropping out of school, the authors state: "If academic standards are raised and students are not provided substantial additional help to attain them, it seems plausible to expect that socially and academically disadvantaged students will be more likely to experience frustration and failure, resulting in notable increases in absenteeism, truancy, and school-related behavior problems."

Among the report's recommendations are smaller schools, individualized curriculum and instructional approaches that prevent low-achievers from developing "the sense of failure and low self-esteem characteristic of school delinquents, truants, and dropouts." The report also recommends clear reward systems and consistently enforced school rules.

To order, send $3.70 to: Education Research Dissemination Office, Center for Social Organization of Schools, The Johns Hopkins University, 3503 N.Charles Street, Baltimore, Md. 21218. Ask for: Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts.

## 1988 Funding Levels

House and Senate conferees reached agreements in late December on funding and financing of fiscal year programs. The agreements by Congress carry out the deficit reduction package agreed to in November by Congressional leaders and the White House. Under this plan, the deficit for the 1988 fiscal year, which began on Federal programs October 1, would be reduced by $30 billion. The continuing resolution will provide modest increases in education.

Conferees also reached agreement on the reconciliation bill, imposing $17 billion in spending cuts and raising $9 billion in taxes in 1988 and $14 billion in 1989.

When Congress faces an appropriation bill this spring, they will be looking at legislation totaling $21.2 billion for education. The FY'88 Federal/State grant appropriation is $105,981,000. In our seven states, we receive a total of $5,007,575. According to the Congressional conference report (H.J. Res. 394-12/22/87), the FY'89 allocation to states will total $115,367,000. In addition to the $115.4 million, there is $7.2 million for adult education in the Stewart B. McKinney Homeless Act and $1.915 million for Section 309 (Secretary discretionary funding). The national total for adult education (FY'89) is $124,462,000.

By Cherry Blossom time in Washington, D.C., the Congress will come to grips with the reauthorization of the Adult Education Act. The HR 5 Omnibus Education legislation contains adult education, Chapter I, and elementary and secondary education provisions. In the Senate, adult education is contained in S.373. The Senate bill is referred to as the Robert T. Stafford Elementary and Secondary Education Improvement Act.

On December 22, each State Director of Adult Education received from the U.S. Department of Education, a copy of the proposed adult education amendments. MPAEA members should obtain specific information about the provisions in the reauthorized legislation.

There are several concerns:

- Reduction of Federal share from 90 to 75 percent
- State plan extension through June 30, 1989
- Maintenance of effort provision
- Allowable administrative expenses — five percent cap
- Funding (not less than ten percent) for corrections education
- Funding programs of national importance by the U.S. Secretary of Education (Section 309 funds) — $2 million
- Repeals the authority of the National Advisory Council on Adult Education
- Demonstration grant program for workplace literacy partnerships
- English literacy grants
- Adult Education for the homeless. Amends allocation formula of the Stewart B. McKinney Homeless Act to provide literacy instruction

Appendix G

Questions for Libraries

1. Will photographs and letters be kept together?
2. Will photographs be removed from the album/scrapbook and put in boxes?
3. Will the library expect/need a contribution? If so, how much?
4. Will the library archive accept 3-dimensional memorabilia:
5. Who can use the information once it is processed?
6. What restrictions can/should be applied?
7. Is it advisable to limit use to MPAEA members only? What is the library policy?
8. How soon will the processing be accomplished?
9. How often can additions be brought to the archive?
10. Does the institution have a standard acceptance form/contract?

Information for the institution from MPAEA

1. Space required for collection in linear feet and cubic feet.
2. Time period the collection covers.
3. Subject matter the collection covers.
4. Approximate condition of the items in collection.

Requests from libraries for preparation of a collection

1. Number each photograph and write a description of it. Photograph number and description number should match and will be used for reference.

2. Remove all rubber bands, paper clips and corrosive staples.
3. Use acid free folders or boxes.
4. Remove all duplications.
5. Sign an agreement form furnished by the host institution.

## ARCHIVIST

This appointment is responsible for the collection of Association items to be preserved in a library. Collected items should include the conference brochure and agenda, presentation papers, newsletters and "legisletters", budget reports, photographs and appropriate correspondence. Items collected should be catalogued/recorded by subject matter and/or by year. journals

Items should be collected for 5 years and then submitted to the archived collection at the end of each 5 years.

The selected library to house the collection is at Arizona State University:

Department of Archives and Manuscripts
ASU Library
Tempe, AZ 85287-1006
Attn: Rob Spindler
(602) 965-4235 EXT. 3145
Fax: (602) 965-9169

# DEED OF GIFT

Department of Archives & Manuscripts
Arizona State University Libraries

I, the undersigned Donor, hereby donate and convey to the Arizona Board of Regents for and on behalf of the Department of Archives & Manuscripts, Arizona State University Libraries, the following material:

**Arizona Adult Education Association Records**

These materials and any future additions I may make to them shall be accessible to all persons in accordance with departmental policies and procedures subject to the terms and conditions, if any, stated below. Any access restrictions are subject to applicable law.

Those granted access to these materials may have reproductions made in accordance with departmental policy.

I hereby transfer, convey and assign any intellectual property rights, including copyright which I possess to the contents of the above-named materials (including future additions I may make to them) to the Arizona State University Libraries within the limits, if any, stated below.

Additional terms and conditions:

_____ _____

Karen Mills Date

_____ _____

Address Telephone

On its part, Department of Archives & Manuscripts, Arizona State University, Tempe, will arrange, describe, preserve and house the above material in accordance with accepted archival principles and subject to any donor restrictions, make it readily available for research. The University reserves the right, subject to donor restrictions set forth in this agreement, to dispose of duplicate or unneeded items.

_____ _____

Edward C. Oetting, Head Date
Archives & Manuscripts

## Explanation of Deed of Gift

The enclosed Deed of Gift form is designed to assign legally to Arizona State University a collection of personal papers or other materials which you as a Donor are placing here for use and preservation. Besides expediting the transfer of title to the materials, the Deed of Gift form also serves to define the terms of transfer.

Donation of Gift. The "Name" and "Description" portions of this section will be completed by a library representative. The "Description" of the donation will state the types of materials transferred.

Access Restrictions. Although most Donors will have no need to limit access to collections which they possess (especially if the papers relate to activities occurring years ago) the option of placing restrictions on access to a collection or a portion of a collection is always available. A person who just recently has been involved in a controversial issue may feel that portions of his/her papers concerning that issue are too sensitive to allow current access to them. He/she may then specify "_____ records not to be used until (date) " or a similar provision. All access restrictions are subject to applicable law. For example, if ASU receives a judicial order or subpoena requiring the release of restricted documents we will be required to produce them. We will, however, make all reasonable attempts to contact you at the most current address you have provided so that you may take whatever action you deem necessary at that time.

Reproduction. The privilege of ordering copies of departmental materials is offered as a convenience to researchers, particularly to those who visit from great distances and whose time is limited. Reproductions of departmental materials are also provided for commercial or other non-research purposes consistent with departmental policies. This practice is standard in the archival field.

When copies are requested, researchers are informed that they may not quote beyond "fair use" for publication without permission and that those photocopies are not to be given to any other person or institution.

Assignment of Intellectual Rights including copyright. To enable scholars to quote readily from papers we encourage Donors to transfer their copyright to the Arizona State University Libraries whenever possible. Prior to December 31, 1977, literary rights existed in perpetuity or until an unpublished writing was published or otherwise placed in the public domain. Federal legislation effective Jan. 1, 1978, has limited the duration of the creator's copyright interest, but all unpublished materials are still protected until at least Jan. 1, 2003.

For materials created after Jan. 1, 1978, copyright protection extends for the life of the author plus 50 years. If the author's death date is unknown or if the author is identified, the material is protected by copyright for 100 years following its creation.

Researchers who wish to quote for publication from unpublished papers must obtain the permission of the copyright owner. Since authors and their heirs are often difficult for researchers to locate, obtaining permission to quote may be a difficult, even futile task.

It should be noted that conveyance of copyright interests applies only to products of the mind of the person who actually created them. Copyrights to materials of other individuals and organizations contained in the records/papers/collections remain with those individuals and organizations and cannot be transferred by the Donor; only physical property in these materials is transferred.

Assignment of copyright may be effected with specific limitations. A Donor may wish to stipulate, "Copyright retained during my lifetime" or something similar in the "Additional terms and conditions" section of the agreement.

If the Donor desires to retain all copyright which he/she possesses, the section pertinent to the transfer of such rights may simply be crossed out and initialed.

Acknowledgement of Receipt of Gift. This section serves to formally acknowledge the receipt of a donation of personal papers under the terms specified by the donor and officially to complete the donation transaction.

Library Responsibility. This section describes how the donated materials will be handled by Department of Archives and Manuscripts.

Distribution and Disposition of Materials. In order to insure maximum use of a donation and to best utilize library resources, Department of Archives & Manuscripts reserves the right to distribute or dispose of materials contained in a collection as it deems most suitable. Multiple or duplicate copies of books, periodicals, maps, pamphlets, or audio-visual materials may be transferred to other departments of the libraries without destroying the integrity or value of the collection. If so designated in this agreement, any duplicates or materials not wanted by the library will be returned to the Donor.

Changes in Provisions. If the Donor observes that any terms in the agreement should be deleted, he/she may line them out and initial the section in the margin. Before doing so, and especially before adding any new provisions, the donor is encouraged to discuss such terms with a representative of Department of Archives & Manuscripts to make sure that they are workable.

Address: If the library needs to contact you regarding any donated items, you will be contacted at the address/telephone listed on the agreement. If you change your address or telephone or if you no longer wish to be contacted for any reason, please notify the library of the change.

10/93

Appendix H

John A. Tollakson
UW Field Representative
Phone: 307/674-6446

UNIVERSITY OF WYOMING
SCHOOL OF EXTENDED STUDIES
& PUBLIC SERVICE
COLLEGE OF EDUCATION

Office: Sheridan College
P.O. Box 1500
Sheridan, WY 82801

July 3, 1991

Gary Eyre
4340 E. Yowy Street
Phoenix, AZ 85044

Dear Gary,

Sorry I forgot to get this information to you. Thanks for calling to remind me to send it.

I think the item that most "firms up" the beginning of MPAEA in the year 1942 is item # seven on Glenn's list of eight items.

Hope the information is helpful to you. I am looking forward to the conference in Salt Lake City and the 50th Anniversary of our organization.

For your convenience I am including Glenn's address and phone number.

Glenn S. Jensen
871 N. 14th Apt F
Laramie, Wyoming 82070

Phone 307 745 9248

Hope that your meetings in Nevada are positive and enjoyable.

Sincerely,

John A. Tollakson

4. The AAAE Ad Ed Bulletin 1939-40, Reported that the South-West Regional Conf on Ad. Ed. was established in April 1940.

5. The AAAE Ad. Ed. Bulletin 1941 Reported that the First Annual Colorado Council of Ad. Ed. was Held Oct 23, 1941 in Denver

6. Wyomings WPA Education and Recreation Staff Joined Colorado's For a 2 week Training Conference in Greeley in Sept 1940 - There were 125 participants from Wyoming

7. The Rocky Mt. Radio Council Held A Joint meeting with the Mt. Plains Conference for Adult Education, June 29, 1942. It was Sponsored by the Ad. Ed. Council of Denver. Dinner was $1.25.